

Developments in Literacy

Step I English Curriculum Guidelines

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English Literacy Goals for Step I:

Introduction

The goal of an effective Step I program is to provide an opportunity for children to explore learning through discovery, play and communicating with each other. This does not mean, however, that learning is not taking place. Teachers must emphasize purposeful learning activities throughout the day that focus on a variety of learning objectives as well as supporting the children's development as successful students.

Instruction should focus on introducing and familiarizing students with English in the following areas: phonological awareness (putting sounds together to make words), oral language (learning how to pronounce words and use spoken English), print awareness (understanding what letters and words look like), alphabet knowledge (knowing how each letter is written and how it sounds when spoken).

Lessons in Step I should focus on repetition, repetition, repetition. This can be achieved through the use of short stories, rhyming activities, and play. A variety of techniques and approaches should be used to achieve this objective. The emphasis in Step I, however, is building a foundation for learning the English language. There is little focus on oral language and more on phonics and writing.

Support for Dual-Language Literacy Instruction (teaching English using the native language):

It is important that the teachers use the children's native language in class to ensure that all students understand the lesson. It is also important to use materials taught in the Urdu classes also in the English classes. This helps the children see how language is related to their daily lives and not completely foreign. If possible, try to translate stories both ways (Urdu to English; English to Urdu).

The Goals:

Phonological Awareness (putting sounds together to make words):

The first stage in learning to read is having awareness of phonemes; that is, teaching students the sound structure of language. A phoneme is the smallest functional unit of sound that when combined create complete words. It is critical that students have the ability to identify the different phonemes that, when combined, make words. This is the foundation on which the English language is built. For instance, the word "cat" has three phonemes: "c" "a" and "t". When all three sounds are put together the word "cat" is made. Knowing how each individual sound together creates meaningful words is what phonological awareness is.

Early phonemic awareness is all auditory (based on hearing); it does not involve print. It is more important that a student can hear that "moon" and "man" both begin with the letter "m" before moving into writing. However, we will be doing both, as explained in the print awareness and alphabetic principles goals below.

Oral Language (learning how to pronounce words and use spoken English):

Oral language teaching strategies should use native language support to confirm the meanings of the English phrases introduced. It is okay to explain what is being asked of the students in English in their native language to check that all students understand what is being asked of them. It is most important at this point that students are able to recognize that English phrases (even if they are not entirely understood) have meanings that can be acted on. For example, telling students to "sit down" will become a routine practice in class even though they do not know the specific meaning of "sit" or "down." Basic commands and greetings may be introduced at this stage. Step I students should become familiar with hearing words and phrases in English and begin to make meaning of those phrases, including them in their everyday classroom lives. This is only necessary if the students are ready to begin learning commands. Each group of students is different; it is important for the teacher to know her students' capabilities and pace the lessons and topics based on their skills.

Print Awareness (understanding what letters and words look like):

This should be done at a very basic level. Emphasis should be on presenting words as combinations of letters that together have meaning. For example, the word "apple" is made up of several letters, each of which has their own sound, which when written create a meaningful word: apple. It is helpful at this stage to support this idea with lessons in Urdu, making the connections for the children that words of the same meaning can be written in different ways. Some students may understand this concept better in relation to their Urdu studies, whereas some may find it easier in English, use this to help create a solid understanding for all students. Support for these lessons should be conducted in unison with the Urdu lessons reinforcing topics learned in both subjects, making connections for the students of materials taught in both languages.

Alphabetic Knowledge (knowing how each letter is written and how it sounds when spoken):

One of the first steps in becoming a successful English reader is to learn to recognize the letters of the alphabet. It is important to begin to connect letter names with their sounds (phonemes), which are the building blocks of word development, and also to recognize the differences between capital and lower case letters. Students should become familiar with seeing English letters. Emphasis in the classroom should be on presenting real-life instances where English is seen and how it is relevant to the students' lives. For example, labeling objects in the classroom with English signs shows the students how English is relevant to their daily lives. Teachers are encouraged to use their native language at any point in these lessons to support the lessons being taught. The most important thing to remember is that learning a foreign language is challenging, but should be made interesting and fun for the students.

Teacher Input

The curriculum guide presented here is offered as a starting point for teaching English at the Step I level. The guide and lessons described will be updated regularly and require ongoing input from the teachers who use them. It is expected that the teachers provide additional feedback to ensure that this guide is useful to all.

Step-1 کا پروگرام بچوں کی سلہینے کی صلاحیتوں کو اجاگر کرنے کا ایک موثر اور کارآمد ذریعہ ہے اس پروگرام کا مقصد یہ ہے کہ بچے کھیل کھیل میں اور ایک دوسرے کے ساتھ مل جل کر بہت کچھ سیکھ لیں۔ اس سے ہرگز یہ مراد نہیں کہ ایسے میں تعلیمی مقصد پس پشت ڈال دیے گئے ہیں۔ بچے بغیر کسی ذہنی دباؤ کے اگر بہت کچھ سیکھ پائیں تو ان کے تجسس کے عمل کو مزید جلا بخشتا ہے یہاں پر اساتذہ کا کردار بہت اہمیت کا حامل ہے سبق کا پلان (Plan) بناتے وقت اس بات کو ذہن میں رکھا جائے کہ وہ تمام عملی کام جو بچوں سے کروانے ہیں وہ با مقصد اور بامعنی ہوں تاکہ وہ بچوں کے سیکھنے کے عمل کو نہ صرف آسان بلکہ دلچسپ بھی بنادیں اور ساتھ ہی ان کی سوچنے سمجھنے کی صلاحیتوں کا جلا بخشیں۔

تمام ہدایات کا ادراک مندرجہ ذیل (areas) نکات کو سامنے رکھ کر کیا جانا چاہیے

Phonological Awareness

حروف کو آواز سے ہم آہنگ کرنا کہ الفاظ کو ترتیب دیا جاسکے۔

Print awareness (Oral language) درست ادائیگی

لکھے ہوئے لفظ کو درست پڑھا اور alphabets کے بارے میں جاننے کے کون سا حرف کونسی آواز نکالتا ہے۔

Lesson I

اس میں بار بار دور ہرائی پر زور یا گیا ہے تاکہ بچے مختلف طریقے سے اپنے مقصد کے حصول میں کامیاب ہو سکیں Step I میں اس بات پر زور دیا گیا ہے کہ بچے کو انگریزی زبان سیکھنے کے لیے مضبوط بنیاد فراہم کی جاسکے اسی لیے زبان بولنے سے زیادہ حروف کی آواز کو سمجھنے اور لکھنے کو فوقیت دی گئی ہے۔

Support for dual-language

اساتذہ کے لیے یہ ضروری ہے کہ وہ بچوں کی مادری زبان کی مدد سے بچوں کو سبق کے سمجھنے میں مدد دیں (تاہم یہ مدد ایک حد تک محدود رہیں) اور دی گئی امثال ان کی روزمرہ زندگی سے مماثلت رکھیں۔ ترجمہ اردو سے انگریزی اور انگریزی سے اردو میں کریں۔

Phonological Awareness.

سب سے پہلے بچوں کو حروف کے صوت، سے آشنا کرنا بے انتہا ضروری ہے، جب بچے کے کان ایک حرف کی اصل آواز سے مانوس ہو جاتے ہیں تو تدریسی عمل بہ قدر احسن عمل پاتا ہے۔ صوت کسی بھی لفظ کا بنیادی عمل ہے۔ اس عمل سے بچے مختلف آوازوں کو ایک ساتھ جوڑ کر الفاظ کو با آسانی ترتیب دے سکتا لہذا اُس کے لیے حرف بنانا آسان ہو جاتا ہے اسی عمل سے وہ لفظوں کو جوڑنا بھی سیکھ جاتا ہے۔ مثال کے طور پر Cat میں تین صوت ہیں (یعنی) (کا آتا) جب یہ تین جڑ جاتے ہیں تو لفظ Cat بن جاتا ہے۔

شروع شروع میں بچے کو صرف زبانی طور پر ان آوازوں سے متعارف کروانے کے ضرورت ہے یہ زیادہ ضروری ہے کہ بچے کو moon اور man جیسے الفاظ میں فرق کو واضح طور پر پہچان ہو جائے۔

Oral Language (learn how to pronounce work & use spoken English)

زبانی اسباق کو آسان طور سمجھانے کے لیے بچے کی مادری زبان سے مدد لینا بہتر طور پر بچے کی راہ نمائی کر سکے گا۔ بچے کو الفاظ اور ان کے مطلب دونوں واضح طور سمجھ جائیگا۔ ان سے ان کی مادری زبان میں سوال کرنا بہتر طور پر اس میں مددگار ثابت ہوگا۔ لفظ بیان کرتے وقت اگر اشاروں سے مدد لی جائے تو بچے کا (Concept) بہت مفید طریقے سے واضح ہو جائیگا۔ مثلاً Stand & Sit اسی طرح بنیادی سوال اور ان کے جوابات کو متعارف کرایا جاسکتا ہے۔ بچے ان الفاظ اور چھوٹے جملوں کا بار بار استعمال کریں یہاں تک کہ وہ زبان بھجائیں۔ مگر یہ تب ہی ممکن ہے جب بچوں کا تجسس برقرار رہے اور ان کے سیکھنے کا عمل جاری رہے ان کے اس تجسس کو

برقرار رکھنا ایک اُستاد کے فرائض میں شامل ہے لہذا ایسی مختلف قسم کی (activities) کو اپنے Lesson Plan کا حصہ بنانا ایک ضروری عمل ہے۔

Print Awareness

یہ عمل بنیادی سطح پر کرنا چاہیے زور اس بات پر دین کہ ہر حرف کو علیحدہ علیحدہ اور ملا کر پڑھنا سیکھ سکیں۔ مثال کے طور پر Apple مختلف حروف کو جوڑ کر بنا گیا ہے اور ہر حرف کی ایک مختلف آواز ہے۔ اسی سے بچوں کو یہ سمجھنے میں مدد مل سکتی ہے کہ مختلف آوازیں مل کر ایک بامعنی لفظ بناتی ہیں۔ اسی طرح ان الفاظ کو اگر اردو پڑھاتے وقت ہم آہنگ کیا جائے تو بچوں کو بنیادی نظر یہ صاف طور پر سمجھ آ جائیگا۔ اور وہ لکھے ہوئے حروف کو پڑھنے کی کوشش کریں گے۔

Alphabetic Knowledge

حروف کو پہچاننا اور اُن کو اُن کی آوازوں سے ہم آہنگ کرنا ایک بنیادی نقطہ ہے جو آگے جا کر الفاظ کی پہچان بنتے ہیں۔ بچوں کو حروف کی پہچان اور اُن کی آواز سے شناسائی ایک بہت ضرورت عمل ہے۔ مثلاً کلاس میں موجود اشیاء پر اُن کے نام تحریر کر کے چسپاں کر دیں تاکہ یہ الفاظ بچوں کو ذہن نشین ہو جائیں اگر اساتذہ کہیں دقت محسوس کریں تو اپنی مقامی زبان میں بچوں کی مدد کر سکتے ہیں تاکہ ہم یہ اختصار سے کرنی چاہیں۔

Teacher Input

اساتذہ کے لیے یہ ایک گائیڈ ہے تاہم اساتذہ سے اس کے بارے میں feedback ملنا، اس کو بہتر بنانے میں مددگار و ثابت ہوگا۔

Expected Outcomes

Upon the Completion of Step I Students Should:

- Be aware of print in the environment
- Be aware that print conveys meaning (knowing that written letters and words have a meaning and are not just symbols on a page)
- Knows direction of print (left to right; top to bottom)
- Knows what a letter is and what a word is (knows that words are made up of individual letters)

ارد گرد کے ماحول کی تحریر سے باخبر رہنا

اس عمل سے باخبر ہونا کہ ہر تحریری لفظ یا معنی ہے وہ محض ایک شکل نہیں

سمت کا اندازہ کہ حرف کس رخ چلتے ہیں

حرف اور لفظ کے درمیانی فرق سے باخبر

DIL's Curriculum Goals for all Step I Students requires that each student is able to:

- * Identify the front and back of a book.
- * Demonstrate that reading English is achieved by moving from left to right and top to bottom on a page
- * Identify all capital and lowercase letters
- * Demonstrate knowledge of beginning sounds by printing correct letter symbols with corresponding pictures (when the teacher calls on them)
- * Orally say, when asked, what sound is heard at the beginning and ending of words
- * Say different rhymes
- * Count the number of sounds in a word and the number of syllables in a word
- * Demonstrates comprehension of stories and nursery rhymes by acting out (with the support of Urdu)
- * Print their name correctly on a lined sheet of paper
- * Print alphabet letters legibly without a model
- * Writes from left to right and from top to bottom

کتاب کے رخ کی پہچان

پچھوئے اور بڑے لفظوں کی پہچان

آواز اور شے کے ناموں میں مماثلت

آواز کی پہچان

ایک لفظ میں کتنی آوازیں شامل ہیں، ان کو توڑ کر بولنا

آواز اور نظم کو سمجھ کر پڑھنا

دست پر لفظ سے کاغذ پر اپنا نام لکھنا

بائیں سے دائیں اور اوپر سے نیچے لکھنا

In the Classroom

Guided Reading

New readers are just beginning to understand the basic concept of books and print. They are learning the alphabet with the ability to recognize and name upper- and lowercase letters. They are also developing many phonological awareness skills, such as recognizing phonemes, syllables, and rhymes.

Step I Books should include:

- * Many descriptive pictures تفصیلی تصاویر
- * Simple sentences سادہ جملے
- * Repetitive patterns دہرائے کے نمونے
- * Controlled, repeated vocabulary مضامین کے ساتھ تکرار
- * Everyday language روزمرہ کی زبان
- * Large print
- * Wide letter spacing
- * Familiar settings/story ideas روزمرہ
- * Very few words on a page

Effective Program Components:

- Read-Alouds (teacher reads to the class as a whole) (بلند خوانی یا آواز بلند پڑھنا)
- Language Activities (using games)
- Independent "Reading" (allowing the child to "read" to themselves--learning how to handle a book, read left to right)
- Interactive Writing (the teacher provides instruction and the class works together) (Group work) مل جل کر
- Independent Writing (children have worksheets they complete individually) خود مختاری سے لکھنا

The Environment: ماحول

The classroom environment will help a child's ability to learn. Strategies for creating a classroom where the student will learn best include:

- Labeling objects اشیا پر نام لکھنا
- Using real-life materials into games to make the lesson more realistic (magazines, maps, clay toys, etc.) (حقیقی اشیاء کو استعمال کرنا)
- Dividing the room into areas where work can be completed based on specific tasks (reading corner, or small library where the students can sit closely to the teacher)—avoid having large open spaces (where students are likely to misbehave). See Learning Centers below
- Displaying students' work with information about what learning took place to reinforce the lesson.

The Importance of Using Play Activities in English Instruction:

Types of play activities can have a very positive effect on literacy teaching. To be effective, however,

teachers must support the play activities by providing ^{مناسب} appropriate ^{رہنمائی} guidance. Some examples of play activities are:

- Role-play (acting out taking the role of another person) activities.
- Letter Practice Activities (see Activity Bank below)

Flexibility:

چلک

This curriculum will only be successful when the needs of each unique student and classroom are met. Therefore, as the teacher, it is important that you use discretion when deciding how to pace your students. Use the review time based on the needs of your students, not necessarily what the guide dictates. **Be flexible in how you introduce material and review items, making sure that you proceed only when every student shows mastery of each topic.**

Additional Materials:

اضافی مواد

The purpose of this guide is to help the teacher in planning their English lessons. Because the lessons are prepared beforehand, it is the responsibility of the teacher to help supplement the lessons with their own activities, materials (posters, flashcards, worksheets, etc.), songs, rhymes, stories, etc. There are activities and materials provided with this curriculum, but teachers are encouraged to add their own ideas as well. Again, each class is different and is up to the teacher to decide what will be the most effective for her unique group of students.

Review:

One of the key features of the curriculum is the emphasis on review. This is very important. Do not move on to new lessons in the guide until each lesson of the preceding week has been fully covered and every student demonstrates mastery.

اضافی مواد

اس گائیڈ کا مقصد یہ ہے کہ انگریزی زبان کے سبق کی تیاری میں اساتذہ کو سہولت مہیائی جائے کیونکہ سبق کی تیاری پہلے سے کی جاتی ہے اور اس کی ذمہ داری استاد پر ہے کہ وہ ہر پڑھائے جانے والے سبق کے ساتھ اضافی کام اور مواد تیار کرے (مثلاً پوسٹر، فلپ چارڈ، ورک شیٹ، نظمیں، کہانیاں وغیرہ) یہ تمام کام اور مواد آپ کو نصاب سے ساتھ فراہم کیا جائے گا۔ تاہم اساتذہ کو اس مد میں اپنے طور پر اضافی مواد اور مختلف قسم کے کام انجام دینے ہوں گے ہر جماعت دوسری جماعت سے مختلف ہوتی ہے، اس لیے ہر استاد کو اس بات کا خود تعین کرنا ہے کہ اس لیے کونسا طریقہ کار زیادہ مؤثر رہے گا۔

Weekly Planner with Lessons, Activities and Materials

This weekly calendar is meant to assist teachers in planning their English lessons. The first two weeks are used for basic assessment of the students (identify leaders within the group, high-achieving students, and students needing extra help which will be used in grouping the students later in the year). This is important for knowing what types of lessons and activities will be most appropriate to your particular group of children. This is also a critical time for establishing classroom management procedures to be used throughout the year.

مربی نقطه زنگ

The third week focuses on matching skills. This is a critical skill to master before English can be introduced. The students must attend exactly to the teacher's modeling and perform both as a group and individually what the teacher models for them to follow. They must match objects that are presented based on color, shape and size. Teachers can use actual objects they have available, create worksheets, or use the chalkboard to show different items to be matched. It is very important that the teacher demonstrates each action before asking the students to follow. This is an opportunity to lay the foundation for how you will teaching the rest of the year. These lessons will be done in the students' native language. No English is used.

A new letter will be introduced each week, starting on Monday. It is important to establish a routine that the students will understand. Therefore, Monday, Tuesday and Wednesday generally follow the same structure. Thursday and Friday/Saturday includes more activities and incorporates the use of Learning Centers (see Appendix).

At the end of the year, one week will focus on reading only. This is a good opportunity to instill a curiosity and introduction to reading in English to excite the students for what's to come. Engage the students in the reading, asking questions about the story, characters and their likes and dislikes. This will help keep the students interested in the story, but also encourage creative thinking.

In addition, there is ample "Review" time at the end of the year for the teacher to choose lessons and activities for based on their students' specific needs.

Sample Lesson Plans for each day of the week are included in the Appendix. These detailed plans explain how the information should be presented and materials introduced.

This guide provides a basic structure for teachers to follow which will allow for all of the curriculum goals to be achieved in the given year. Teachers are encouraged be creative and add their own activities or ideas to help in making the learning in their classroom even better! On some days, teachers may want to use different activities other than those specified in the guide, please use

بنیادی تجزیہ

کل (اس روز کی) حاصلت علی
کا تعین

the activity bank for more ideas. You may also create your own activities, please share these games or ideas with us so that we can share with our greater community of teachers. Be flexible with the curriculum and the topics covered making sure that each of your student masters the topics discussed before moving on.

August						
Week	Topic	Monday	Tuesday	Wednesday	Thursday	Friday/Saturday
1		Vacation				
2		Vacation				
3	Assess <u>تجربہ</u> Students	<p>Establish classroom management procedures.</p> <p>Using play activities (conducted in Urdu), begin to assess students identifying leaders within the group, high-achieving students, and students needing extra help.</p> <p>کلاس روم کی حالت علی کا طریقہ کار</p>				
4	Assess Students	<p>Using play activities (conducted in Urdu), begin to assess students identifying leaders within the group, high-achieving students, and students needing extra help. Keep track of these students and watch how they progress during the first couple of months. This will be useful when Learning Centers are introduced (see Appendix)</p> <p>Introduce the Alphabet Song (using the audio and pointing to each letter on a poster). Each week will begin with a playing of the song. Encourage students to sing along (even if that means humming the tune at first).</p> <p>شناخت</p> <p>وصلہ انزائی</p> <p>کنا</p>				
September						

شناخت

Tuesday! Week 1

Material! Dough

Formation

ٹیپر حرف 'A a' کو اب بورڈ پر بچوں کے لئے لکھے اور پھر ان کو 'dough' دے۔ پھر ان کو بتائے کہ جو حرف بورڈ پر لکھا ہے اسے 'dough' کی مدد سے بنائیں۔ اس دوران ٹیپر بچوں کے پاس جائے اوزان کی 'a' بنانے میں مدد کرے۔

1	Matching در فلان	Present the students with 3-5 items of similar color. Demonstrate for them that you would like to match the items that have the same color. Pick up the items (or point, if using worksheets or the chalkboard).	Present the students with 3-5 items of similar size. Demonstrate for them that you would like to match the items that are the same size. Pick up the objects (or point, if using worksheets or the chalkboard).	Present the students with 3-5 items of similar shape. Demonstrate for them that you would like to match the items that are the same shape. Pick up the objects (or point, if using worksheets or the chalkboard).	Review each of the matching exercises if your students were having any difficulty.	Continue to assess the students' ability to match similar items.
	بر آب شادر میل / موز مری	Ask the students to demonstrate for you the same thing. Ask for the class as a whole to respond and then ask individual students to do the exercise.	Ask the students to demonstrate for you the same thing. Ask for the class as a whole to respond and then ask individual students to do the exercise.	Ask the students to demonstrate for you the same thing. Ask for the class as a whole to respond and then ask individual students to do the exercise. تمام کلاس من علی علی کا تجزیہ	<p>If not, introduce basic classroom greetings in English.</p> <p>"Hello."</p> <p>"Goodbye."</p> <p>"Good Morning"</p> <p>"How are you?"</p> <p>"I am fine."</p> <p>Encourage the students to begin using these phrases in class each day.</p>	<p>If your students show a mastery of matching, continue to introduce basic greetings you would like used in your class.</p> <p>This is not necessary, but it may get the children excited to learn about English if they are able to say simple expressions.</p>
2	Letter A	Begin class by singing the Alphabet Song Introduce Letter A with Audio.	Continue working on letter formation. Handout worksheets and have students practice writing the letter. Remember to	Using flashcards, introduce the first word beginning with A: apple. Explain that A is the first letter in apple. Say "A is for apple." You	Show the students that there are two ways to write A, "A" and "a", but both make the same sound.	Review week's materials. Activity: Introduce a fun nursery rhyme or song in English.

جاری

مہارت

سادہ اسلوب بیان

محرر

Week 2

Day Monday.

بچوں کو یہ کام کروانے کے بعد کہے کہ آپ گھر سے کوئی بھی
پیر یا تصویر جو "Bb" سے بنتی ہو لے کر آئیں۔

Day Tuesday


بچے جو چیز بھی لے کر آئیں ان سب کو سامنے رکھیں اور باری باری
بچوں سے ان چیزوں کے نام پوچھیں اگر انہیں نہیں آتے تو انہیں
انگلش میں ان کے نام بتائیں۔

		<p>نامہ the letter, give the letter sound and demonstrate how the letter is written.</p> <p>Have students try tracing the letters on their desks or in the air with their fingers.</p> <p>افراط لوبی انکلیوں کی مدد سے لکھیں نہیں</p>	<p>take the time to help some of your students who may not be comfortable holding a pencil or cannot stay within the lines.</p> <p><i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty ^{مشکل}</p> <p>Remember to review the letter name and sounds.</p>	<p>may want to introduce other words beginning with A, but only if your students are ready.</p> <p>Make sure that the students are hearing the "a" sound and see the A letter.</p> <p><i>Activity:</i> While saying "apple" clap two times for each syllable: "a" "puhl". Explain that there are two sounds that together make the word. As a group, go through the class clapping the syllables of each student's name.</p>	<p>Explain that capital letters are used to begin important words, such as people's names and the first word of a sentence. Small letters are used when it is not at the beginning of a sentence of the start of a name. Tell the students that they will use small letters most of the time.</p> <p><i>Activity:</i> Divide the students in half and have each student take turns drawing "A" and "a" on the back of their partner using their fingers. The other student has to guess which: Big A or small a.</p>	<p>Encourage the students to sing along.</p> <p>تقسیم ساقی</p>
3	Letter B	<p>Sing the Alphabet Song</p> <p>Introduce Letter B with Audio.</p> <p>Name the letter, give the letter sound and demonstrate how the</p>	<p>Continue working on letter formation.</p> <p>Handout worksheets and have students practice writing the letter. Remember to take the time to help some of your</p>	<p>Using flashcards, introduce the first word beginning with B, ball. Explain that B is the first letter in ball. Say "B is for ball." You may want to introduce other words beginning</p>	<p>Show the students that there are two ways to write B, "B" and "b", but both make the same sound.</p> <p><i>Follow Thursday Lesson Plan</i></p>	<p>Review week's materials.</p> <p><i>Activity:</i> Teach the students a nursery rhyme or song. Encourage the students to sing</p>

Week . 3
Day Tuesday

ٹیچر کلاس کے بچوں کو ایک 'Circle' کی مورتی ہیں بٹھائے۔
ہیں بتائے کہ آپ 'Circle' کی شکل میں بیٹھے ہوئے ہو اور 'Circle'
لوڈ پر draw کرے۔
بب draw کرے تو انہیں ساق بٹھائے یہ Circle ہے اور آپ بھی
ان میں بیٹھے ہوئے ہیں۔ اس کے بعد چند بچوں کو ایک طرف سے
تادے اور اسی طرح لوڈ پر بنائے ہوئے سرکل کی ایک طرف ملتا
= اور اب سب کو بتائے کہ یہ 'C' بن گیا ہے۔

کلاس لو دو سر دیو لوں میں
 لفیم لفیم، ایک سر دیو لوں میں
 جسے حرف لفیم 'A' 'B'
 اور دو سر دیو لوں میں 'A' 'B'
 دیکھو۔ لفیم لفیم، ایک سر دیو لوں میں
 سے وہ لفیم لفیم، ایک سر دیو لوں میں
 کو لفیم لفیم، ایک سر دیو لوں میں

		letter is written. Have students try tracing the letters on their desks or in the air with their fingers. <i>Follow Monday Lesson Plan.</i>	students who may not be comfortable holding a pencil or cannot stay within the lines. <i>Activity:</i> Call on students to demonstrate in front of the class. When using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for both A and B. Make sure the students know the difference. <i>Follow Tuesday Lesson Plan</i>	with B, but only if your students are ready. <i>Activity:</i> تالی ایف دلفیم لفیم While saying "ball" clap one time as you say ball. Explain that there is only one sound that makes the word ball. As a group, go through the class clapping the syllables of each student's name. Make sure that the students understand that sounds can be more than one letter, but a combination of letters. <i>Follow Wednesday Lesson Plan</i>	// <i>Activity:</i> Divide the students in half giving each half cards with "B" and "A" and the other half "b" and "a". When you say GO, have them find their match. After, go around the class and have each partner say their letter and the sound that it makes.	along. <i>Follow Fri./Sat. Lesson Plan</i>
4	Letter C	Sing the Alphabet Song Introduce Letter C with Audio.  Name the letter, give the letter sound and demonstrate how the	Finish worksheets from Monday's class. <i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each	Using flashcards, introduce the first word beginning with C: cat. Explain that C is the first letter in cat. Say "C is for cat." You may want to introduce other words beginning with C, but only if	Show the students that there are two ways to write C, "C" and "c", but both make the same sound. <i>Activity:</i> Have the students	Review week's materials. <i>Activity:</i> Teach the students a nursery rhyme or song. Encourage the students to sing

مبیت

.Week 4

Tuesday

ٹیچر سب سے پہلے گراؤنڈ میں چونے یا چاک سے "Dd" لکھے۔
اس کے بعد کلاس کو باہر لائے اور کلاس کو دو گروپوں میں تقسیم کرے۔
اور انہیں Capital اور Small "Dd" میں کھڑا کرے۔ جب بچے
کھڑے ہو جائیں تو انہیں کہے کہ "D" کی Sound بولیں اور "D"
سے بننے والی کوئی بھی چیز بتائیں۔ یہ سب کرنے کے بعد کلاس کو اپنے
گھرے میں لے جائے۔ اور اب انہیں بولے "Dd" کی شکل میں کھڑے
ہوں۔ جب یہ ہو جائے تو ٹیچر "Dd" کو ہوا میں لکھے۔
پھر ان سے پوچھے میں نے کیا لکھا ہے۔ اس کے بعد بورڈ پر "Dd"
تحریر کرے۔ بچوں سے کہیں کہ اس کو ایک دوسرے کی مگر پر لکھیں۔

		letter is written. Have students try tracing the letters on their desks or in the air with their fingers. <i>Follow Monday Lesson Plan</i>	student, help generously if they are having difficulty Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for A, B and C. Make sure the students know the difference. <i>Follow Tuesday Lesson Plan</i>	your students are ready. <i>Activity:</i> Have your students draw pictures of the words they've learned starting with C, make sure they label each picture by writing the word in English next to their drawing. <i>Follow Wednesday Lesson Plan</i>	stand up and use their body or arms to make the shape of "C" and "c". Make sure that they demonstrate the difference between the upper and lower case "C" even though they look alike. Make one big, the other small.	along. <i>Follow Fri./Sat. Lesson Plan</i>
October						
1	Letter D	Sing the Alphabet Song Introduce Letter D with Audio. Name the letter, give the letter sound and demonstrate how the letter is written. Have students try tracing the letters on their desks or in the air with their fingers.	Finish worksheets from Monday's class. <i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty Using the flashcards, ask the students	Using flashcards, introduce the first word beginning with D: dog. Explain that D is the first letter in dog. Say "D is for dog." You may want to introduce other words beginning with D, but only if your students are ready. <i>Activity:</i> Have your students	Show the students that there are two ways to write D, "D" and "d", but both make the same sound. <i>Activity:</i> Run and Point Game (see Activity Bank)	Review week's materials. <i>Activity:</i> Teach the students a nursery rhyme or song. Encourage the students to sing along. <i>Follow Fri./Sat. Lesson Plan</i>

Saturday
 Match the Pairs
 A B C D
 a b c d
 Flash
 ہوں تو دے اور اگلیں
 میں match کرو۔ باری
 سے ان حروف سے بننے
 والے نام پوچھو اور
 ان کو درست بنا کر پڑھو

		<i>Follow Monday Lesson Plan</i>	"what is this letter?" and "what sound does it make?" for A, B, C and D. Make sure the students know the difference.	draw pictures of the words they've learned starting with D, make sure they label each picture by writing the word in English next to their drawing.		
		<i>Follow Tuesday Lesson Plan.</i>		Assessment: Ask the students which they prefer: dogs or cats? Do they remember what a cat is?		
		<i>Follow Wednesday Lesson Plan Follow Wednesday Lesson Plan</i>				
2	Letter E	Sing the Alphabet Song Introduce Letter E with Audio. Name the letter, give the letter sound and demonstrate how the letter is written. Have students try tracing the letters on their desks or in the air with their fingers.	Finish worksheets from Monday's class. <i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty Using the flashcards, ask the students	Using flashcards, introduce the first word beginning with E: elephant. Explain that E is the first letter in elephant. Say "E is for elephant." You may want to introduce other words beginning with E, but only if your students are ready. <i>Activity:</i>	Show the students that there are two ways to write E, "E" and "e", but both make the same sound. <i>Activity:</i> Hold the Letter Up Game (see Activity Bank below)	Review week's materials. Introduce the nursery rhyme: "Elephant and Emu racing through the Gate" Repeat together as a class, emphasizing elephant and using flashcard to show picture.

Saturday
ٹیچر بچوں کو A سے E تک تمام حروف سے بننے والی چیزیں سدا کر کے دے اور پھر ان میں رنگ لکھوائے اور ساتھ ساتھ رنگوں کے نام بتائے - زور دیکر

Saturday

ٹیچر تمام بچوں کے لئے "Face mask" مختلف رنگوں میں بنائے۔ اور
ہر ایک پر "Aa" سے لے کر "Ff" تک حروف لکھے اور ان کی تصویریں
بھی بنائے تمام کلاس میں یہ "Mask" تقسیم کر کے ہر بچے کو باری باری
سامنے لائے اور سب سے پوچھے کہ اس کے چہرے یعنی "Mask" پر
کیا لکھا ہوا ہے یا کیا بنا ہوا ہے اور ان کی "Sound" کیا ہیں۔ اور ان
حروف سے جو بچوں کے "Mask" پر ہیں اس سے کیا بنتا ہے۔

		<i>Follow Monday Lesson Plan</i>	"what is this letter?" and "what sound does it make?" for A, B, C, D and E. Make sure the students know the difference.	<i>Follow Tuesday Lesson Plan.</i>	While saying "elephant" clap three times for each syllable: "e" "l" "e" "phant". Explain that there are three sounds that together make the word. As a group, go through the class clapping the syllables of each student's name or use some of the English words the students have already learned as review.	Allow the students to "act out" the nursery rhyme, having different students take turns as the elephant and emu.
3	Letter F	Sing the Alphabet Song Introduce Letter F with Audio. Name the letter, give the letter sound and demonstrate how the letter is written. Have students try tracing the letters on their desks or in the air with their fingers. <i>Follow Monday Lesson Plan</i>	Finish worksheets from Monday's class. <i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty <i>Assessment:</i> Letter Dictation: Ask the children to write down the letters (saying	Using flashcards, introduce the first word beginning with F: fish. Explain that F is the first letter in fish. Say "F is for fish." You may want to introduce other words beginning with F, but only if your students are ready. <i>Activity:</i> Review the different animals the students have learned so far: cat, dog, elephant and fish. Ask the	Show the students that there are two ways to write E, "E" and "e", but both make the same sound. <i>Activity:</i> Pick the Letter off the Chalkboard (see Activity Bank below)	Review week's materials. Read a short story. Show how to read a book: left to right, top to bottom. Show where the title of the story is (on the front cover) Show how to handle a book (gently turning each page so that no pages tear, explaining that books are for reading not

Saturday

ٹیچر 'Aa' سے 'Gg' تک کے تمام 'Flash cards' اور ان حروف
سے بننے والی تمام چیزیں ایک ٹوکری میں ڈالے۔ اور ساری کلاس کو
rectangl کی شکل میں بٹھائے۔ اور پھر ٹوکری اُن کے سامنے رکھے۔ پھر
ٹیپ لگائے پھر دو سیکنڈ کے بعد ٹیپ کو بند کرے جس بچے کے ہاتھ میں جو حرف
ہے وہ بولے یا تصویر جو اُس نے اٹھائی ہے اُس کا نام پکارے اور بتائے
کہ یہ کونسے حرف سے ہے۔ یہ عمل 'Gg' تک دہرائے اس دوران بچے
'Sound' بھی ادا کریں۔ کلاس کی تعداد زیادہ ہونے کی صورت میں کلاس کو
دو گروپوں میں تقسیم کیا جاسکتا ہے۔

			<p>"capital B, lower case c, capital F..." or "big B, small c, big F" - use the same terms used when the letters were taught):</p> <p>B c F D a c E</p> <p>Collect the papers to see how the students are doing.</p>	<p>students to draw a picture of their favorite animals and label the picture by writing its name in English.</p> <p><i>Follow Wednesday Lesson Plan</i></p>		for writing in)
4	<p>Letter G</p> <p>جی 'G' لو فلیش کارڈ کی مدد سے شناخت کرائیے</p>	<p>Sing the Alphabet Song</p> <p>Introduce Letter G with Audio using Flashcards.</p> <p>Name the letter, give the letter sound and demonstrate how the letter is written.</p> <p><i>Follow Monday Lesson Plan</i></p>	<p>Finish worksheets from Monday's class.</p> <p><i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty</p> <p>Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for G and any of the other letters already learned. Make sure the students know the</p>	<p>Using flashcards, introduce the first word beginning with G: goat. Explain that G is the first letter in goat. Say "G is for goat." You may want to introduce other words beginning with G, but only if your students are ready.</p> <p><i>Activity:</i> Introduce the nursery rhyme: "Out in the Garden" encourage the students to sing along.</p> <p><i>Follow Wednesday Lesson Plan</i></p>	<p>Show the students that there are two ways to write G, "G" and "g", but both make the same sound.</p> <p><i>Activity:</i> Trace letters starting with big and small G, let the students use the other letters they've learned, also (A-G)</p>	<p>Compare word length</p> <p>Choose two children's names that begin with the same sound-one short name, one long name (it can be any sound, not only the "g" sound).</p> <p>Write both names on the chalkboard and ask the students which name is which. As a class, clap the syllables for both names and ask which name is longer.</p> <p>Help them conclude that, in general,</p>

Tuesday

ٹیپیر مختلف "strips" کاٹے انہیں ایک "box" میں طرال دے سامنے
ورڈ پیر Capital اور small "Hh" لکھے۔ پھر بچوں کو بولے کہ ان "strips"
واستعمال کرتے ہوئے "Hh" بنائیں۔ ٹیپیر اس دوران بچوں کی مدد کرے۔

Saturday

پیر سے حصہ تک "Hh" کے تمام عمل کو بچوں کے ساتھ مل کر دہرائیں۔

			difference. <i>Follow Tuesday Lesson Plan.</i>			words that look longer, take longer to say and have more syllables.
November						
1	Letter H	<p>Sing the Alphabet Song</p> <p>Introduce Letter H with Audio.</p> <p>Name the letter, give the letter sound and demonstrate how the letter is written.</p> <p>Have students try tracing the letters on their desks or in the air with their fingers.</p> <p><i>Follow Monday Lesson Plan</i></p>	<p>Finish worksheets from Monday's class.</p> <p><i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty</p> <p>Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for H and any of the other letters already learned. Make sure the students know the difference.</p>	<p>Using flashcards, introduce the first word beginning with H: hen. Explain that H is the first letter in hen. Say "H is for hen." You may want to introduce other words beginning with H, but only if your students are ready.</p> <p><i>Activity:</i> Introduce a nursery rhyme or song for the class to sing together</p> <p><i>Follow Wednesday Lesson Plan</i></p>	<p>Compare word length</p> <p>Choose two H words or other words the students have learned.</p> <p>Write both words on the chalkboard and ask the students which word is which. Can they guess? As a class, clap the syllables for both words and ask which is longer.</p> <p>Help them conclude that, in general, words that look longer, take longer to say and have more syllables.</p>	<p>Review week's materials.</p> <p><i>Activity:</i> As a class make a poster of different animals. Teach the students the word animal and remind the students that already know the names of many animals in English.</p> <p>"Have the students try to name as many animals as they can and draw pictures of each to add to the poster. They may need your help."</p> <p>The poster should be posted on the wall of the classroom for the</p>

بچوں سے جانوروں کے
بارے میں ایک چارٹی
بنوائیگی

بچوں سے جانوروں کے
نام اور ان کی تصاویر
سنبائیگی۔ انہیں سنبائیگی
کی مدد کی بجائے ضرورت ہے
یا مختلف جانوروں کی
تصویریں کاٹ کر گھر سے
لائیں اور چارٹ پر
لگا دیں

Thursday

بچوں کو کسی بھی انگلش اخبار یا میگزین کا کوئی حصہ بھی فوٹو کاپی کر کے دیں۔ یہ کام گروپ کی صورت میں کروائیں۔ ہر گروپ کو مختلف حروف دیں۔ مثلاً ایک گروپ کو بولیں "A" اور "a" کے گرد دائرہ لگائے تو دوسرا Bb اور اسی طرح "Ii" تک تمام گروپ یہ کام کریں۔

Saturday!

ٹیچر "Aa" سے "Ii" تک حروف کو سارے groups کو دے۔ یہ عمل Flash card پر لکھے۔ اگر کلاس میں 4 گروپ ہیں تو 4 دفعہ لکھے۔ تمام حروف کو بے ترتیب یعنی "Capital A" اور "Small a" کو ان کے سامنے چھوڑ دے۔ اور ان سے کہئے کہ Capital کو small سے match کریں۔ پھر ان کو ترتیب سے رکھیں۔


			<i>Follow Tuesday Lesson Plan</i>			children to see.
2	Letter I	<p>Sing the Alphabet Song</p> <p>Introduce Letter I with Audio.</p> <p>Name the letter, give the letter sound and demonstrate how the letter is written.</p> <p>Have students try tracing the letters on their desks or in the air with their fingers.</p> <p><i>Follow Monday Lesson Plan</i></p>	<p>Finish worksheets from Monday's class.</p> <p><i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty</p> <p>Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for I and any of the other letters already learned. Make sure the students know the difference.</p> <p><i>Follow Tuesday Lesson Plan</i></p>	<p>Using flashcards, introduce the first word beginning with I: inkpot. Explain that I is the first letter in inkpot. Say "I is for inkpot." You may want to introduce other words beginning with I, but only if your students are ready.</p> <p><i>Activity:</i> While saying "inkpot" clap two times for each syllable: "ink" "pot". Explain that there are two sounds that together make the word. As a group, go through the class clapping the syllables of each student's name.</p> <p><i>Follow Wednesday Lesson Plan</i></p>	<p>Show the students that there are two ways to write I, "I" and "i", but both make the same sound.</p> <p><i>Activity:</i> Newspaper Game (see Activity Bank below)</p>	Introduce Learning Centers (see Appendix)
3	Letter J	Sing the Alphabet Song	Finish worksheets from Monday's class.	Using flashcards, introduce the first word beginning with	Show the students that there are two ways to write J, "j"	Learning Centers

Saturday

Assessment

Dictation

‘Aa’ سے لے کر ‘Jj’ تک

		<p><u>جنگ</u> Introduce Letter J with Audio.</p> <p>Name the letter, give the letter sound and demonstrate how the letter is written.</p> <p>Have students try tracing the letters on their desks or in the air with their fingers.</p> <p><i>Follow Monday Lesson Plan</i></p>	<p><i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty</p> <p>Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for J and any of the other letters already learned. Make sure the students know the difference.</p> <p><i>Follow Tuesday Lesson Plan</i></p>	<p>J: jug. Explain that J is the first letter in jug. Say "J is for jug." You may want to introduce other words beginning with J, but only if your students are ready.</p> <p><i>Activity:</i> Have your students draw pictures of the words they have learned so far, make sure they label each picture by writing the word in English next to their drawing.</p> <p><i>Follow Wednesday Lesson Plan</i></p>	<p>and "j", but both make the same sound.</p> <p><i>Activity:</i> Chalkboard Matching Game (see Activity Bank below)</p>	
4	Letter K	<p>Sing the Alphabet Song.</p> <p>Introduce Letter K with Audio.</p> <p>Name the letter, give the letter sound and demonstrate how the letter is written.</p>	<p>Finish worksheets from Monday's class.</p> <p><i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help</p>	<p>Using flashcards, introduce the first word beginning with K: kite. Explain that K is the first letter in kite. Say "K is for kite." You may want to introduce other words beginning with K, but only if</p>	<p>Show the students that there are two ways to write K, "K" and "k", but both make the same sound.</p> <p>Introduce the nursery rhyme: "Kaali Kaali Bakree"</p>	Learning Centers

"جنگ جنگ جنگ"

Thursday (Kk)

پتنگ بنانے کے لئے شیپر پہلے بورڈ پر draw کرے۔ اور مختلف رنگ کے
اغذکاٹ کر اس سے بھی بناٹے۔ اب مختلف رنگ کے کاغذ کاٹ کر بچوں کو
دے اور ان سے پتنگ بنانے کا کہیے اور اس دوران بچوں کی مدد کرے
تاکہ وہ پتنگ آسانی سے بنالیں۔

Saturday

شیپر پتنگ جو بنوائے تھے بچوں کو دے اور انھیں بولے کہ پینل سے
"Aa" سے لے کر "Kk" تک تمام حروف لکھیں۔

		Have students try tracing the letters on their desks or in the air with their fingers. <i>Follow Monday Lesson Plan</i>	generously if they are having difficulty Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for K and any of the other letters already learned. Make sure the students know the difference. <i>Follow Tuesday Lesson Plan.</i>	your students are ready. <i>Activity:</i> If possible, using paper, scissors and glue, as a class create kites. You can either make one kite for the class or help the students make their own small kites. Make sure they decorate the kite with their favorite colors. <i>Follow Wednesday Lesson Plan</i>	Repeat together as a class, emphasizing the "K" sound in "Kaali". Encourage the students to act out the nursery rhyme, either individually or with a partner or small group. لکڑی	بار بار نور و سحر دہرائی
December						
1	Letter L	Sing the Alphabet Song Introduce Letter L with Audio. Name the letter, give the letter sound and demonstrate how the letter is written. Have students try tracing the letters on	Finish worksheets from Monday's class. <i>Activity:</i> لکڑی Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty	Using flashcards, introduce the first word beginning with L: lamp. Explain that L is the first letter in lamp. Say "L is for lamp." You may want to introduce other words beginning with L, but only if your students are ready.	Show the students that there are two ways to write L, "L" and "l", but both make the same sound. <i>Activity:</i> Teach the children the idea of alphabetical order (ordering the letters from A-Z). Using	Learning Centers

Saturday (L1)

ہفت روزہ اس کو گروپ میں تقسیم کرے۔ اس کے بعد بچوں کو چارٹ
زے اور ان سے کہے کہ "L1" سے جو چیزیں آپ کو آتی ہیں
وہ بنائیں پھر اس کو English corner میں لگا دیں۔

		their desks or in the air with their fingers. <i>Follow Monday Lesson Plan</i>	Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for L and any of the other letters already learned. Make sure the students know the difference. <i>Assessment:</i> Letter Dictation: Ask the children to write down the letters (saying "capital K, lower case g, capital F..."); K g i L H j b c Collect the papers to see how the students are doing.	<i>Activity:</i> Introduce a nursery rhyme or song for the class to sing together <i>Follow Wednesday Lesson Plan</i>	Flashcards of the letters already taught, mix the letters up and have the students put the letters in the correct order.	
2	Letter M	Sing the Alphabet Song Introduce Letter M with Audio.	Finish worksheets from Monday's class. <i>Activity:</i> Call on students to	Using flashcards, introduce the first word beginning with M: mango. Explain that M is the first letter in mango. Say	Show the students that there are two ways to write M, "M" and "m", but both make the same sound.	Learning Centers

ترتیب سے لکھیں
برائیت دیں اور
ترتیب سے لکھیں

Saturday (Mm)

ٹیچر "Aa" سے "Mm" تک تمام حروف کے "Flash cards"

بنا کر فرش پر دائرے کی صورت میں رکھ دے۔ بچوں کو دائرے کے
ارد گرد کھڑا کروائے۔ انہیں بتائے کہ جونہی میں music بند کروں گی
تو سب نے رُک جانا ہے۔ اور سامنے پڑا ہوا کارڈ اٹھا کر اس
حرف کو پڑھنا ہے اور اس کی sound ادا کرنی ہے۔ یہ طریقہ
تمام حروف کے ساتھ کرے۔

		<p>Name the letter, give the letter sound and demonstrate how the letter is written.</p> <p>Have students try tracing the letters on their desks or in the air with their fingers.</p> <p><i>Follow Monday Lesson Plan</i></p>	<p>demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty</p> <p>Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for M and any of the other letters already learned.</p> <p>Make sure the students know the difference.</p> <p><i>Follow Tuesday Lesson Plan.</i></p>	<p>"M is for mango." You may want to introduce other words beginning with M, but only if your students are ready.</p> <p><i>Activity:</i> Ask the students if they like to eat mangos? Make sure each student gets to express their opinion.</p> <p>Next, have the students draw pictures of their favorite fruit. Help translate the names of each fruit into English and make sure the student labels their picture by writing the word in English.</p> <p><i>Follow Wednesday Lesson Plan</i></p>	<p>Introduce the nursery rhyme: "makora"</p> <p>Repeat together as a class, emphasizing the "m" sound in "makora".</p> <p>Also say the same nursery rhyme in English. Make sure that the students understand that it is the same rhyme, even though it sounds different.</p> <p>Encourage the students to act out the nursery rhyme, emphasize the sounds in the words, while matching them with actions.</p>	
3	Letter N	<p>Sing the Alphabet Song</p> <p>Introduce Letter N with Audio.</p>	<p>Finish worksheets from Monday's class.</p> <p><i>Activity:</i></p>	<p>Using flashcards, introduce the first word beginning with N: nest. Explain that N is</p>	<p>Show the students that there are two ways to write N, "N" and "n", but both make the same sound.</p>	Learning Centers

Saturday (Nn)

ٹیچر بچوں کو ملاس میں ترتیب سے بٹھاؤ۔ کھڑکیاں، دروازے ملاس کے بند کر دیں تاکہ کمرے میں روشنی نہ آئے۔ اس کے علاوہ بجلی بھی بند کریں۔ تاکہ کمرے میں مکمل تاریکی ہو جائے۔ "Aa" سے "Nn" تک کے تمام حروف کے Flashcards دیواروں، بورڈ پر چپکا دیے۔ ایک Torch لے اور ہر حرف پر باری باری لگائے۔ ساتھ ساتھ بچوں سے بھی پوچھے۔ یہ عمل اس وقت تک کریں جب تک بچے تمام حروف کو نہیں پہچان لیتے۔

		<p>Name the letter, give the letter sound and demonstrate how the letter is written.</p> <p>Have students try tracing the letters on their desks or in the air with their fingers.</p> <p><i>Follow Monday Lesson Plan</i></p>	<p>Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty</p> <p>Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for N and any of the other letters already learned. Make sure the students know the difference</p> <p><i>Follow Tuesday Lesson Plan</i></p>	<p>the first letter in nest. Say "N is for nest." You may want to introduce other words beginning with N, but only if your students are ready.</p> <p><i>Activity:</i> Introduce a nursery rhyme or song. Or, practice a song the students enjoy singing.</p> <p><i>Follow Wednesday Lesson Plan</i></p>	<p><i>Activity:</i> Recognize the Letter (see Activity Bank below)</p>	نہاں
4	<i>Vacation</i>					
January						
1	<i>Vacation</i>					

Saturday (00)

بچوں کو Circle کی صورت میں ملاس یا گراؤنڈ میں بٹائیں۔ ان کے گرد چاک کی مدد سے دائرہ لگائیں۔ جب یہ ہو جائے تو چند بچوں کو دائرے سے نکالیں اور اس دائرے کے اندر ایک اور چھوٹا دائرہ بنائیں جب یہ عمل ہو جائے تو بچوں کو "Oo" کی پہچان کرواتیں اور ساتھ ان کو بولیں کہ "O" کی sound بھی ادا کریں اور اگر سکول میں "O" سے بنی ہوئی کوئی چیز نظر آتی ہے تو ان سے پوچھیں۔

ٹیپر اس عمل کے لئے "Orange" رنگ کا چارٹ گراؤنڈ یا ملاس میں لگا سکتی ہے۔

Friday

Learning Centers

2	Letter O	<p>Sing the Alphabet Song</p> <p>Introduce Letter O with Audio.</p> <p>Name the letter, give the letter sound and demonstrate how the letter is written.</p> <p>Have students try tracing the letters on their desks or in the air with their fingers.</p> <p><i>Follow Monday Lesson Plan</i></p>	<p>Finish worksheets from Monday's class.</p> <p><i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty.</p> <p>Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for O and any of the other letters already learned.</p> <p>Make sure the students know the difference</p> <p><i>Follow Tuesday Lesson Plan</i></p>	<p>Using flashcards, introduce the first word beginning with O: orange. Explain that O is the first letter in orange. Say "O is for orange." You may want to introduce other words beginning with O, but only if your students are ready.</p> <p><i>Activity:</i> Start a list of fruit vocabulary the students have learned: apple, banana, mango, orange, can the students think of others? Use a dictionary to help translate.</p> <p>ترجمہ</p> <p>Keep a list of these words and post on the wall for the students to see. You may want to have each student draw a picture of the fruit on the poster, too.</p>	<p>Show the students that there are two ways to write O, "O" and "o", but both make the same sound.</p> <p><i>Activity:</i> Tracing Letters (see Activity Bank below)</p> <p>Body Letters (see Activity Bank below)</p>	<p>Learning Centers</p> <p>پیشہ بخور کو بنائے کرو Orange رنگ</p> <p>کڑوٹے سے بنائی کڑوٹیں</p> <p>یا اس رنگ کی کوئی</p> <p>جی چیز لے آئیں</p> <p>پیشہ بھی اس رنگ کا</p> <p>استعمال کرے۔</p>
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Saturday (Pp)

Assessment "Dictation"

ٹیپر "Aa" سے "Pp" تک تمام حروف کی املا ملے۔ اور
انگریز تمام حروف سے چیزیں بنا سکتے ہیں تو بنائیں اور ان میں رنگ

بھی بھریں تاکہ پتہ چلے گی کتنا سیکھ لیا ہے۔ اس طرح "Color concept"
ہی چیک کیا جاسکتا ہے۔

3	Letter P	<p>Sing the Alphabet Song</p> <p>Introduce Letter P with Audio.</p> <p>Name the letter, give the letter sound and demonstrate how the letter is written.</p> <p>Have students try tracing the letters on their desks or in the air with their fingers.</p> <p><i>Follow Monday Lesson Plan</i></p>	<p>Finish worksheets from Monday's class.</p> <p><i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty.</p> <p>Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for P and any of the other letters already learned.</p> <p>Make sure the students know the difference</p> <p><i>Follow Tuesday Lesson Plan.</i></p>	<p><i>Follow Wednesday Lesson Plan</i></p> <p>Using flashcards, introduce the first word beginning with P: parrot. Explain that P is the first letter in nest. Say "P is for parrot." You may want to introduce other words beginning with P, but only if your students are ready.</p> <p><i>Activity:</i> Draw a picture of a parrot and as a class color in the picture. Teach the students the names of each color they choose in English. Keep it simple at first: blue, red, green, yellow only. If the students are learning the names quickly add more colors, but make sure they all know the words in English.</p>	<p>Show the students that there are two ways to write P, "p" and "p", but both make the same sound.</p> <p><i>Activity:</i> Chalkboard Matching Game (see Activity Bank below)</p>	Learning Centers
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اس بات کا یقین کر لیں کہ بچوں کو لفظوں کا فرق بخوبی سمجھنا پڑیگا۔

طوطے کی تصویر بنوائیں رنگ بھرا دیں رنگوں کے نام سکھائیں

اس بات کا یقین کر لیں کہ
بچوں کو لفظوں کا فرق بخوبی سمجھ
ہو رہا ہے۔

لوٹے کی تصویر بنوائیں
رنگ بھروائیں
رنگوں کے نام سکھائیں

Saturday "Q q"

ٹیپر "Aa" سے "Q q" تک چھوٹے بڑے حروف کو ایک Tray
میں رکھیں اور دوسرے میں "Aa" سے "Q q" تک کی تصویریں بنا کر رکھیں
یا مختلف رنگ بھی رکھیں پھر باری باری بچوں کو بلا لیں وہ حرف بھی اٹھائیں
اور اُس سے بننے والی تصویر یا رنگ بھی اٹھائیں اور ہر حرف کے ساتھ "Sound"
بھی ادا کریں۔

4	Letter Q	<p>Sing the Alphabet Song</p> <p>Introduce Letter Q with Audio.</p> <p>Name the letter, give the letter sound and demonstrate how the letter is written.</p> <p>Have students try tracing the letters on their desks or in the air with their fingers.</p> <p><i>Follow Monday Lesson Plan</i></p>	<p>Finish worksheets from Monday's class.</p> <p><i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty</p> <p>Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for Q and any of the other letters already learned.</p> <p>Make sure the students know the difference</p> <p><i>Follow Tuesday Lesson Plan</i></p>	<p><i>Follow Wednesday Lesson Plan</i></p> <p>Using flashcards, introduce the first word beginning with Q: quilt. Explain that Q is the first letter in quilt. Say "Q is for quilt." You may want to introduce other words beginning with Q, but only if your students are ready.</p> <p><i>Activity:</i> Draw a picture of a plain quilt and have the students help you color it in. Again, only add colors when the students can say the word for each color in English.</p> <p>Teach the names of new letters if the students are ready.</p> <p><i>Follow Wednesday Lesson Plan</i></p>	<p>Show the students that there are two ways to write Q, "Q" and "q", but both make the same sound.</p> <p><i>Activity:</i> Recognize the letter – using p d q g b (see Activity Bank below)</p> <p>سارہ رضائی کی تصویر بنوائیں رنگ بھراؤ</p>	<p>Learning Centers</p> <p>کڑی اور ہلکی کھانا سے</p>
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Saturday ء Rr

ٹیچر "Rr" كے دونوں حروف كو بھری تھوڑا دیر میں ملاس میں

چھپا کر رکھ دے اور پھر بچوں سے کہیے کہ وہ ملاس میں "Rr"

كو ڈھونڈیں۔ جب بچے ڈھونڈ لیں تو پھر دیکھیں کہ کس نے زیادہ

"Rr" ڈھونڈی ہیں اُس كے لپٹے "Claping" ء کریں۔

اسكے علاوہ "Rr" سے بننے والی مزید چیزوں كے

نام بھی بچوں سے پوچھیں اور بتائیں بھی۔

ا كے علاوہ "Rainbow" بچوں كو سمجھائیں اور بنانے كا

یقہ سکھائیں اور اُس كے رنگوں كا بھی بتائیں۔ یہ كام بچے بہت

ق سے کریں گے۔

1	Letter R					Learning Centers
Sing the Alphabet Song	Introduce Letter R with Audio.	Name the letter, give the letter sound and demonstrate how the letter is written.	Have students try tracing the letters on their desks or in the air with their fingers.	<i>Follow Monday Lesson Plan</i>		
Finish worksheets from Monday's class.	<i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty	Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for R and any of the other letters already learned.	Make sure the students know the difference.	<i>Assessment:</i> Letter Dictation:	Ask the children to write down the letters:	P q r N M o f D g
				<i>Follow Wednesday Lesson Plan</i>		

			see how the students are doing.			
2	Letter S	<p>Sing the Alphabet Song</p> <p>Introduce Letter S with Audio.</p> <p>Name the letter, give the letter sound and demonstrate how the letter is written.</p> <p>Have students try tracing the letters on their desks or in the air with their fingers.</p> <p><i>Follow Monday Lesson Plan</i></p>	<p>Finish worksheets from Monday's class.</p> <p><i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty</p> <p>Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for S and any of the other letters already learned. Make sure the students know the difference.</p> <p><i>Follow Tuesday Lesson Plan</i></p>	<p>Using flashcards, introduce the first word beginning with S: sun. Explain that S is the first letter in sun. Say "S is for sun." You may want to introduce other words beginning with S, but only if your students are ready.</p> <p><i>Activity:</i> Draw a picture of a sun on a poster. Add other words to the poster that the students have learned, showing nature: rose, nest, and any animal. You may want to add other words, clouds, water, tree, etc.</p> <p><i>Follow Wednesday Lesson Plan</i></p>	<p>Review the week's material.</p> <p>Introduce the nursery rhyme: "are you sleeping, Brother John?"</p> <p>Repeat together as a class, emphasizing the "s" sound in "sleeping".</p> <p>Also say the same nursery rhyme in Urdu.</p> <p>Make sure that the students understand that it is the same rhyme, even though it sounds different.</p> <p>Encourage the students to act out the nursery rhyme, emphasize the sounds in the words, while matching them with actions</p>	Learning Centers

Saturday "Tt"

ٹیپر سب سے پہلے ایک Tree بورڈ پر بنائے۔ بچوں کو گروپ

میں چارٹ سپردے اور ہر گروپ Tree بنائے اور اس

"Aa" سے لے کر "Tt" تک تمام حروف لکھیں۔

درخت میں رنگ وہ موسم کے حساب سے بھی کر سکتے ہیں۔ مثلاً

ہار، خزاں وغیرہ۔

3	Letter T	<p>Sing the Alphabet Song</p> <p>Introduce Letter T with Audio.</p> <p>Name the letter, give the letter sound and demonstrate how the letter is written.</p> <p>Have students try tracing the letters on their desks or in the air with their fingers.</p> <p><i>Follow Monday Lesson Plan</i></p>	<p>Finish worksheets from Monday's class.</p> <p><i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty</p> <p>Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for T and any of the other letters already learned.</p> <p>Make sure the students know the difference.</p> <p><i>Follow Tuesday Lesson Plan</i></p>	<p>Using flashcards, introduce the first word beginning with T: toy. Explain that T is the first letter in toy. Say "T is for toy." You may want to introduce other words beginning with T, but only if your students are ready.</p> <p><i>Activity:</i> Have the students draw pictures of their favorite toys. Help the students label their picture, using a dictionary to help translate words that are difficult.</p> <p><i>Follow Wednesday Lesson Plan</i></p>	<p>Show the students that there are two ways to write T, "T" and "t", but both make the same sound.</p> <p><i>Activity:</i> Body Letters (see Activity Bank below). Make sure that students act out the difference between the capital T and the small t.</p>	Learning Centers
4	Letter U	<p>Sing the Alphabet Song</p> <p>Introduce Letter U with Audio.</p> <p>Name the letter, give</p>	<p>Finish worksheets from Monday's class.</p> <p><i>Activity:</i> Call on students to demonstrate in front</p>	<p>Using flashcards, introduce the first word beginning with U: umbrella. Explain that U is the first letter in umbrella. Say "U is for</p>	<p>Show the students that there are two ways to write U, "U" and "u", but both make the same sound.</p>	Learning Centers

Saturday "Uu"

جب بچے "Uu" لکھنا اور پڑھنا سیکھ لیں تو اُن کو ایک پیپر دیں جس پر اُس سفید رنگ کے پیپر پر Umbrella بنائے اور اُس Umbrella میں رنگ کرنے کے بعد اپنے نام کے Spelling لکھے۔ اس طرح بچہ نام کے حروف اور رنگوں کو با آسانی سمجھ لے گا۔

بچوں کو "Uu" shape میں کھڑا کریں تاکہ انہیں پتہ چلے کہ "Uu" کیسے بنتا ہے۔

		the letter sound and demonstrate how the letter is written. Have students try tracing the letters on their desks or in the air with their fingers. <i>Follow Monday Lesson Plan</i>	of the class. Be very positive with each student, help generously if they are having difficulty Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for U and any of the other letters already learned. Make sure the students know the difference. <i>Follow Tuesday Lesson Plan</i>	umbrella." You may want to introduce other words beginning with U, but only if your students are ready. <i>Activity:</i> While saying "umbrella" clap two times for each syllable: "um" "brel" "la". Explain that there are three sounds that together make the word. As a group, go through the class clapping the syllables of each student's name. <i>Follow Wednesday Lesson Plan</i>	<i>Activity:</i> March Game (see Activity Bank below - or Letter B activity)	
March						
1	Letter V	Sing the Alphabet Song Introduce Letter V with Audio. Name the letter, give the letter sound and	Finish worksheets from Monday's class. <i>Activity:</i> Call on students to demonstrate in front of the class. Be very	Using flashcards, introduce the first word beginning with V: van. Explain that V is the first letter in van. Say "V is for van." You may want to introduce other	Show the students that there are two ways to write V, "v" and "V", but both make the same sound. <i>Activity:</i> Chalkboard	Learning Centers

Saturday (۷۷)

آج ساری کلاس کو "۷۷" کی shape میں بٹھائیں۔

بب بچے بیٹھ جائیں تو ایک بچے کو سامنے لائیں اور اس سے
پچھیں یہ کیا بنا ہوا ہے۔ جب وہ بتا دے تو باقی بچوں سے
اری باری مُلا کر "۷۷" سے بننے والی چیزوں کے نام اور

Sour پوچھیں۔

		<p>demonstrate how the letter is written.</p> <p>Have students try tracing the letters on their desks or in the air with their fingers.</p> <p><i>Follow Monday Lesson Plan</i></p>	<p>positive with each student, help generously if they are having difficulty</p> <p>Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for V and any of the other letters already learned.</p> <p>Make sure the students know the difference.</p> <p><i>Follow Tuesday Lesson Plan</i></p>	<p>words beginning with V, but only if your students are ready.</p> <p><i>Activity:</i> Introduce the song "The Wheels on the Bus go Round and Round..." Explain that a bus is like a van, but bigger. What is smaller than a van? Answer: A car.</p> <p><i>Follow Wednesday Lesson Plan</i></p>	<p>Match Game (see Activity Bank below)</p> <p>کون لا قیصل سے بیان کریں کہ بس وین سے بڑی جوڑی ہے وین سے چھوٹی کیا جوڑی</p> <p>۴ ۶ جواب</p> <p>سوال کریں</p>	
2	Letter W	<p>Sing the Alphabet Song</p> <p>Introduce Letter W with Audio.</p> <p>Name the letter, give the letter sound and demonstrate how the letter is written.</p> <p>Have students try</p>	<p>Finish worksheets from Monday's class.</p> <p><i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty</p>	<p>Using flashcards, introduce the first word beginning with W: watch. Explain that W is the first letter in watch. Say "W is for watch." You may want to introduce other words beginning with W, but only if</p>	<p>Show the students that there are two ways to write W, "w" and "w", but both make the same sound.</p> <p><i>Activity:</i> Match Game (see Activity Bank below- or Letter B activity)</p>	Learning Centers

Saturday "Ww"

Assessment Dictation

بچوں کو "Aa" سے "Ww" تک کے حروف
املاء میں بولیں۔ اور پیچھے "Pp" میں بتایا گیا طریقہ
الاستعمال کریں۔

		tracing the letters on their desks or in the air with their fingers. <i>Follow Monday Lesson Plan</i>	Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for W and any of the other letters already learned. Make sure the students know the difference. <i>Follow Tuesday Lesson Plan.</i>	your students are ready. <i>Activity:</i> Draw a picture of a watch and have the students help you add the numbers on the face of the watch. Ask the students why people wear watches. How do the students know what time it is? Do they know? Encourage the students to think about the idea of time and what it means to their lives.	گودی کی تھوڑی نموا میں اور بچوں کو جمع کرنا سکھائی بچوں سے سوال کریں کہ لوگ گھڑی کیوں استعمال کرتے ہیں؟	
			You may want to create a poster with some of the actions the students take each day with the time they do so: wake up, eat meals, go to school, say prayers, go to bed. <i>Follow Wednesday Lesson Plan</i>		بچوں کو وقت کی اہمیت نے بارے میں بتائیے	
3	Letter X	Sing the Alphabet Song	Finish worksheets from Monday's class.	Using flashcards, introduce the first	Read a Book	Learning Centers

Saturday (Xx)

جب بچے "Xx" کے حرف کو سمجھ جائیں انہیں لکھنا بھی آ

جائے تو ان سے کہیں آج ہم "Xx" کی شکل میں بیٹھیں گے
"Xx" کی shape بنانے میں ان کی مدد کریں۔
اور جتنی Poems پڑھی ہیں وہ مل کر پڑھیں۔

اگرچہ انگریزی زبان
بہت مشکل ہے تاہم
اگر آپ اسے سیکھیں
تو آپ اس بات کا تعین
کریں گے کہ اس بات کا تعین

		<p>Introduce Letter X with Audio.</p> <p>Name the letter, give the letter sound and demonstrate how the letter is written.</p> <p>Have students try tracing the letters on their desks or in the air with their fingers.</p> <p><i>Follow Monday Lesson Plan</i></p>	<p><i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty</p> <p>Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for X and any of the other letters already learned. Make sure the students know the difference.</p> <p><i>Follow Tuesday Lesson Plan</i></p>	<p>word beginning with X: x-ray. Explain that X is the first letter in -ray. Say "X is for x-ray." You may want to introduce other words beginning with X, but only if your students are ready.</p> <p><i>Activity:</i> Explain to the students what an x-ray is. Draw a picture of a person and introduce the vocabulary for body parts. Only add new words when the students show complete understanding. Label the</p> <p><i>Activity:</i> Body Letters Game. Use arms to demonstrate what an X looks like.</p>	<p>Although the English will be difficult to understand, try to encourage the students to predict what will happen next based on the pictures. If they are lost, give some help in Urdu, but try to rely on the pictures alone.</p>	
4	Letter Y	Sing the Alphabet Song	Finish worksheets from Monday's class.	Using flashcards, introduce the first	Show the students that there are two ways to write Y, "y"	Learning Centers

Saturday. "Xy"

آج تمام حروف باری باری بچوں سے بورڈ پر لکھوائیں۔

جب بچے یہ ٹل کر لیں تو ان کو کاغذ کی "Strips" گروپ
میں دیں اور کہیں کہ وہ X کو بنائیں۔ اس دوران بچوں

کی مدد کریں۔

آج بچوں کو "yellow" رنگ کا ٹل دہرائیں اور ان سے

پوچھیں کونسا ٹیل ہے جیسا رنگ پیلا ہے وہ بنائیں اور

اس میں yellow رنگ کریں۔

		<p>Introduce Letter Y with Audio.</p> <p>Name the letter, give the letter sound and demonstrate how the letter is written.</p> <p>Have students try tracing the letters on their desks or in the air with their fingers.</p> <p><i>Follow Monday Lesson Plan</i></p>	<p><i>Activity:</i> Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty</p> <p>Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for Y and any of the other letters already learned. Make sure the students know the difference.</p> <p><i>Follow Tuesday Lesson Plan</i></p>	<p>word beginning with Y: yacht. Explain that Y is the first letter in yacht. Say "Y is for yacht." You may want to introduce other words beginning with Y, but only if your students are ready.</p> <p><i>Activity:</i> Teach your students the song "Row Row Row Your Boat..." Explain that a boat is a smaller version of a yacht. Make sure the students understand what these words mean and what the difference between the two are.</p> <p><i>Follow Wednesday Lesson Plan</i></p>	<p>and "y", but both make the same sound.</p> <p><i>Activity:</i> Recognize the letter – using u v w x y (see Activity Bank below)</p>	<p>کون لفظ "Row, Row your boat" سے تائیں "Row, Row your boat" ایک قافیہ ہے</p>
April						
1	Letter Z	<p>Sing the Alphabet Song</p> <p>Introduce Letter Z</p>	<p>Finish worksheets from Monday's class.</p>	<p>Using flashcards, introduce the first word beginning with Z: zip. Explain</p>	<p>Show the students that there are two ways to write Z, "Z" and "z", but both</p>	<p>Learning Centers</p>

Saturday

”Zz”

جتنی چیزیں حروف ”Aa” سے ”Zz” تک بنائی تھیں

اور دیوار پر لگائی ہوئی ہیں باری باری بچوں سے پوچھیں۔ Sounds بھی

Aa سے Zz تک ساتھ بتائیں۔ یہ سب کرنے کے بعد ٹیپران

کو Zebra کی تصویر بنی ہوئی دے گی پھر بچے اس میں

رنگ کریں گے۔ اس طرح black & white کا concept بچوں کو

clear ہو جائے گا اور پھر وہ strips میں color کرنا

بھی سیکھ لیں گے۔

بچوں سے dough یا مٹی سے جانور بنوائیں ان میں رنگ کروائیں۔

اب ان کا ماڈل کسی بھی کارڈ بورڈ پر بنوائیں اور یہاں

ان کو ”Zoo” کا concept دیں۔

		<p>with Audio.</p> <p>Name the letter, give the letter sound and demonstrate how the letter is written.</p> <p>Have students try tracing the letters on their desks or in the air with their fingers.</p> <p><i>Follow Monday Lesson Plan</i></p>	<p>Activity: کلی نظار Call on students to demonstrate in front of the class. Be very positive with each student, help generously if they are having difficulty</p> <p>Using the flashcards, ask the students "what is this letter?" and "what sound does it make?" for Z and any of the other letters already learned. Make sure the students know the difference.</p> <p><i>Follow Tuesday Lesson Plan</i></p>	<p>that Z is the first letter in zip. Say "Z is for zip." You may want to introduce other words beginning with Z, but only if your students are ready.</p> <p>Activity: Introduce any other new songs you would like the children to sing, or practice a song the children enjoy singing.</p> <p><i>Follow Wednesday Lesson Plan</i></p>	<p>make the same sound.</p> <p>Activity: Run and Point Game (see Activity Bank)</p> <p>انے طور پر لونی علی نئی زطیں نکون سکھائی</p>	
2	Review	<p>Letter Dictation</p> <p>Hold up the Letter</p>	<p>Letter Dictation</p> <p>Action Game</p>	<p>Letter Dictation</p> <p>Alphabetical Order</p>	<p>Letter Dictation</p> <p>Alphabet Walk</p>	<p>Learning Centers</p>
3	Review	<p>Letter Dictation</p>	<p>Letter Dictation</p>	<p>Letter Dictation</p> <p>Hold up the Letter</p>	<p>Letter Dictation</p>	<p>Learning Centers</p>

		Action Game	Alphabet Walk	Alphabetical Order	Learning Centers
4	Reading Practice	<p>The focus of this week will be to focus on reading practice. The students have a strong foundation in written English and it is important to support reading as well.</p> <p>مدرسی</p> <p>Choose several books to read to the class covering a variety of topics. They should be very easy books and ones with large pictures.</p> <p>نمونه</p> <p>Show the students how to handle the book and read aloud, asking questions of the students both during and after reading has finished.</p>	<p>Continue Reading the book you started the previous day or move on to a new book.</p> <p>نمونه</p> <p>The focus of this week is to show the students to see what reading looks like and begin to have more curiosity about books.</p> <p>مدرسی</p> <p>It is okay to read books in the native language. If possible, try to pick books that include some of the English words the students have learned during the year to help relate the events of the story to their English learning.</p>	<p>Continue reading to the class.</p> <p>رضاکار</p> <p>Ask the students to volunteer handling the book, demonstrating for the class the proper way to "read" a book in English (opening the book from right to left, reading top to bottom, left to right).</p> <p>علاقائی</p> <p>علنی</p>	<p>Finish the books you have chosen to read during the week. Ask the students questions about what you have read or the process of reading.</p> <p>Make sure the students are excited to begin to learn to read books on their own.</p> <p>پیشکش</p>
May					

یہ کتاب کو تحریر پر ایک مضبوط بنیاد مہیا کرنا
 ہے۔ ضروری ہے۔ اور پڑھنا ایک
 بہترین امر ہے جو اسکو بہتر بنائے گی
 مددگار ثابت ہوگا

با آواز بلند پڑھائی
 رہنمائی

1	Review	<p>"Identify what areas need improvement and focus on those." This is a good time to work with small groups of students who may need specific help (the others can work in Learning Centers). Use the Activity Bank to create fun games to cover the extra practice. This makes it fun for the students as well as educational.</p> <p>"جہاں بھی یہ محسوس کریں کہ مزید محنت درکار ہے اس نقطہ کو مرکزِ نگاہ بنائیے اور اس کو درست اور بہتر کرنے کی کوشش کریں۔ اگر کسی بھی طالب علم کی کسی بھی کامیابی کو سراہیں۔"</p>	
2	Review جزئیہ		
3	Review		
4	Review		
June			
1	Review	<p>"Identify what areas need improvement and focus on those." This is a good time to work with small groups of students who may need specific help (the others can work in Learning Centers). Use the Activity Bank to create fun games to cover the extra practice. This makes it fun for the students as well as educational.</p> <p>یہ بہترین وقت ہے کہ بچوں کو ان کی ضرورت سے مطالبہ کیجئے۔ چھوٹے گروپوں میں تقسیم کر لیں اور ہر گروپ کو اس کی مخصوص کمی میں مدد فراہم کریں۔ یہ بچوں سے تعلیمی بھلا کر بہتر بنانے میں مفید ثابت ہوگی۔</p>	
2	Review		
3	Vacation		
4	Vacation		

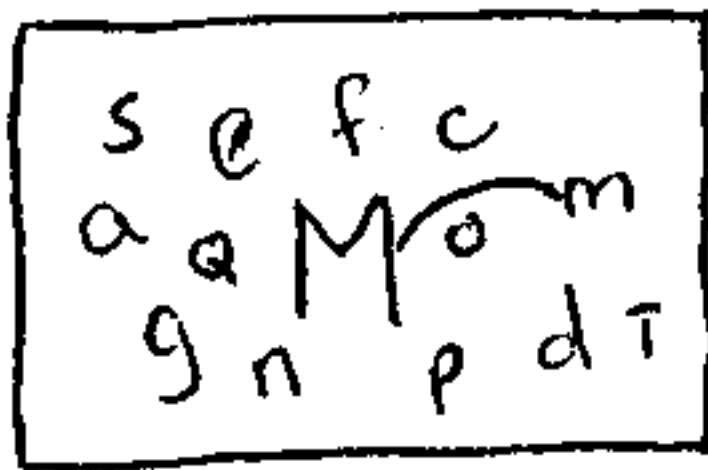
Body Letters

بچوں سے کہیے کہ وہ اپنے جسم کو S کی شکل دیں۔ اسی طرح بچے اپنے جسم کو مختلف زاویے دے کر حروف بنائیں اور انہیں پوچھیے کہ ان کے خیال میں انہوں نے کونسے حروف کی شکل اپنے جسم سے بنائی ہے اس طرح ایک گروپ میں الگ الگ حرف کو جوڑ کر ایک مکمل لفظ بنائیں۔

ماڈل کے طور پر حرف 'T' بنائیں دونوں پاؤں جوڑ کر سیدھنے کھڑے ہو کر دونوں بازو پھیلا کر بچوں سے پوچھیے کہ کونسا حرف بنایا ہے کوشش کیجئے کہ بچے، حرف کو صحیح طور سے پہچان لیں۔

چاک بورڈ

بورڈ کے درمیان ایک حرف (Capital) (بڑے) میں لکھئے اُسکے ارد گرد بہت سے حرف ایک بادل کی شکل میں تحریر کیجئے (مگر یہ تمام Small چھوٹے Letters) ہونے چاہیں۔ بچوں سے



شناخت کروائیے کہ کونسا حرف اُس سے ملتا جلتا ہے۔ مثال کے طور پر

Letter Tracing بچوں کو ہدایت دیجئے کہ وہ اپنی آنکھیں بند کر لیں اور پھر آپ خود اپنی انگلی کی مدد سے ہاتھ کی پشت یہ حرف ٹریس کریں۔ اور بچوں سے پوچھیں کہ وہ اُس کو بوجھیں آپ یہ گیم بچوں کے (Pair) جوڑے بنا کر کھیل سکتے ہیں۔ ہاتھ لگانے سے گدگدی کی سی کیفیت ہوگا تاہم بچے آنکھیں بند رکھ کر حرف بوجھنے کی کوشش کریں گے۔ یہ بے انتہا دلچسپ عمل ہوگا۔

ہوا میں لکھنا

کاغذ پر لکھوانے سے پہلے تمام بچوں کی ہدایت دیں کہ وہ کھڑے ہو جائیں پھر آپ خود بچوں کی طرف سے منہ موڑ کر پشت اُن کی طرف کر لیجئے اپنے ہاتھ سے ہوا میں حرف تحریر کریں اور ہر بار بلند آواز میں اُس حرف کو دھورائیے، بچوں سے نقل کرنے کو کہیے۔

حروف سازی

بچوں کو ماڈل بنانے والے گارے یا موٹے دھاگے دیں۔ اُن سے مختلف حرف بنوائیں۔ تاہم اس بات کا خیال رکھیں کہ اُن کی توجہ اس کی طرف مبذول رہے کہ وہ شکل اور توازن میں درستگی کا دھیان رکھیں۔

بچے اپنی پسند کا بڑا سا حرف مٹی یا کارڈ سے بنا سکتے ہیں اور پھر اُس حرف کو ایک چارٹ پر چپکا دیں۔ بچوں کو استعمال شدہ اخبار اور رسائل دیئے جاسکتے ہیں۔ اور اُن سے مماثلت کرنے والے حروف کو تلاش کریں۔ اُن میں چھپی تصاویر میں جو اشیاء ہیں اُن کے نام حروف سے ملتے ہوں ان تصویر کو کاٹ کولاج (collage) کی صورت میں بڑے حرف کے ساتھ چیرکا دیں۔ اور ان پوسٹرز کو دیوار پر لگائیں۔

Run & Point (بھاگ کر پہچانئے)

کلاس کی دیواروں پر یہ مختلف حروف چپکائیے۔ پھر ایک بچے سے کہیے کہ وہ دوڑ کر اُس حرف پر انگلی رکھے مثلاً رابعہ بھاگ کر 'S' پر انگلی رکھے بچے درست شناخت کے بعد اس پر انگلی رکھیں۔ اس کو آپ ایک دوڑ میں بدل دیں۔ کلاس کو دو گروپوں میں تقسیم کر کے لائن بنا کر کھڑا کر دیں۔ پھر باری باری ہر بچہ جا کر آپ کی بتائی ہوئی آواز کے حرف پر انگلی رکھے گا اور واپس آ کر اپنی لائن کے آخر میں کھڑا ہو گا یہ کوئی ٹیسٹ نہیں بلکہ بچوں کو حروف کی شناخت کرنے اور سمجھنے میں مددگار ثابت ہو گا

'b' سے کیا شروع ہوتا ہے؟

بچوں سے سوال پوچھئے وہ اس حرف سے شروع ہونے والے تمام الفاظ آپ کو بتائیں گے۔ اس طرح اُن کا ذہن حرف اور اُس سے شروع ہونے والے الفاظ سے بخوبی آشنا ہو جائیگا۔

Holdup the letter: بچوں سے حروف بنوائیے، پھر کسی ایک ایک حرف کی آوازیں نکالیے اور بچوں کو ہدایت کیجئے کہ حرف سے مماثلت رکھنے والی آواز کے کارڈ کو بلند کر کے تمام کلاس کو دکھائیں۔

Activity Bank

Body letters

Ask children to make themselves into the shape of given letters 'make yourself an 's' etc'. Children contort their bodies into what they think the letter looks like. You can also group the students and have them work together to create the letter.

You can model this easily by showing a 'T' by standing with your feet together and your arms stretched out to the sides. Or ask children to make a letter and the whole class has to try to recognize what the letter is.

Chalkboard Matching

Write one capital letter in the middle of the chalkboard and write many different lower case letters around it (making a cloud of letters), including the lower case version of the capital letter in the middle. Ask the class which of the small letters matches the capital letter in the middle. Call on one student, who is being quiet with their hand raised, to come to the front and circle the matching small letter. This can be done repeatedly with all of the letters learned so far.

Tracing letters

Ask students to shut their eyes and with your finger trace a letter on their hand or back. They must tell you what this is. They can play the game in pairs. There may be giggles from the ticklish in the class, but the activity requires them to 'see' the letter in their mind's eye and it's great fun, too.

Air writing

Before writing letters on paper, get all the students to stand up and you stand at the front of the class with your back to them. Using your writing hand draw a big letter in the air saying its sound at the same time. Get the students to copy you, moving their arms to form the letter in the air.

Letter sculptures

Give out soft modelling clay (or pieces of string) to all the children. Ask the children to make certain letters (or words). They have to concentrate on the shape of the letter and its proportions.

The children can choose their own letter and make a big one out of clay or card, then stick it on a large piece of card. Give out magazines and newspapers and let the children look and find either words or pictures of things that begin with the same letter. They cut these out and create a collage with their big letter. Decorate the classroom with these posters.

Run and point

Pin up the letters that you have introduced to the class so far on the walls around the classroom at a height

Children can reach. Nominate one student and say 'Rabia, run and point to the "s"'. The child must look around and find the correct letter and run up to it and touch it or point to it. (Model the activity so that the children are clear about what they have to do).

You could then turn this into a race. Divide the class into two groups. They stand in two lines at the front of the class or down the centre of the room (it's great if you can move furniture to the sides of the room). The children at the front of each line are the runners. You say the sound of the letter and the one to reach and touch it first is the winner. They then go to the back of the line and the next two children are the runners for the next letter. It is fine if other children in the team help the runner – it's not a test but a means of helping children learn the sound-letter link.

What begins with "b"?

Ask the question with all the letters the children have been introduced to. They can tell you any words they know that begin with that sound. This is great for them to make their own connections between the letter and the sound. You may be surprised at how many words they know – even ones you haven't introduced in class. This can be done in the native language as well.

Hold up the letter

Get the children to make cards with the letters they know. Call out a sound and the children have to hold up the corresponding letter. This game allows all the children to join in and to focus on processing the sound-letter link without having to produce any language.

Recognizing the letters

Produce handouts like this:

تصویر میں دیئے گئے 'handouts' بنائیے

n	h n m
o	a o d g

پہچان

دنگ کریں یا دائرہ لگائیں

Children have to recognize which is the same letter and simply circle it or maybe color over it. The letters are actually very similar in shape, so it's important that children can differentiate between them. This activity can also be done as a class, writing the letters on the chalkboard.

فرق کرنا

ایک سی شکل

فردی

Label the Classroom

مستقل

دھرائی

Children learn from everything around them and need constant reinforcement of language. A fun way of reinforcing the written form of the words for classroom objects like door, board, window etc is to label them.

بار بار دہرانا

Write the words on card and as you teach the words stick them to the appropriate object or get students to label the objects themselves.
In the lesson jumble them up and get students to label them appropriately.

Alphabet Concentration توجہ/دھیان

Write the capital and lower case letter of 5-6 different letters on small pieces of paper (totally 10-12 pieces of paper). Place the papers upside down on a table or the floor. Each student takes turns turning over two pieces of paper. If the letters match, they get to "keep" that letter. If they do not match, both papers are turned back over. The next student does the same. After a couple of turns, some of the letters will have been "found" and it is up to the student to remember where they are on the table/floor. Try to discourage the other students from yelling at. This game can be modified by playing in teams or breaking the class up to smaller groups. Also, you can write the letter on one piece of paper and have a picture of a word starting with that letter on its matching paper.

Spy ڈھونڈنا

Play "I Spy" by having children try to identify what you spy that begins with a certain letter. You can give added hints if needed. For example, "I spy something that begins with B. You can read it." (book) Have the child who correctly identifies the object go to the board and write the letter. Have everyone practice saying the word with emphasis on the first letter. Also, this can include words in the native language that also start with the same sound.

Alphabet Walk پڑوس

Take an alphabet walk around the school or neighborhood. Look for letters that you have been studying in environmental print. You can also have children identify objects that start with specific letters that the children have recently learned.

Action Game نماشنگی

Have children perform an action that represents a letter. If you say H, they hop. If you say W, they walk. If you say J, they jump. If you say Y, they yawn. You can give them a prop such as a ball and have them do things with it depending on the letter called out. For example, say B, and they bounce the ball. Say T, and they toss the ball. Say C, and they catch the ball.

Newspaper Game (اخبار سے تراشی)

Give children a clipping from a newspaper or magazine and have them circle or highlight all the examples they can find of a specified letter. You can challenge them to find a certain number of occurrences, such as seven. The number should vary with how common the letter is.

Alphabetical Order

بچوں کو کسی بھی اخبار یا رسالے کے تراشے فراہم کریں۔ ان میں سے کسی ایک حرف کو نمایاں کریں۔ بچوں کو یہ ایسا کرنا کہ وہ اس حرف کو تلاش کریں نیز یہ کہ اس حرف سے شروع ہونے والی اشیاء پر بھی نشان لگائیں۔ تعداد بھی واضح کیجئے

Children letter cards. Call out four to five letters. As you do, those who have the card come to the front of the class. When four to five children have come forward, direct them to arrange themselves in alphabetical order.

پانچ بچوں کو آٹے بلا کر ترتیب سے
۶ alphabetical آیت لائن میں کھڑا کریں

Game

Divide the class in half giving one half pieces of paper with the lower case letters printed on the paper, give the other half, capital letters. When the teacher says GO, the students have to find their match (upper case with lower case of the same letter). Once they have all found their matches, have each pair say their letter and the sound it makes. This game can be made more challenging by including more letters or having the students match a letter with a picture that begins with that letter.

کلاس سے بچوں کو دو حصوں / ٹروپوں میں تقسیم کر لیں۔ ایک ٹروپ کو بڑے حروف یعنی Capital اور دوسرے ٹروپ کو چھوٹے یعنی Small حروف کے کارڈ دے دیں۔ بچوں کو یہ ایت دیں کہ وہ اپنے اپنے ساتھی کو تلاش کریں۔ اور یہ بھی کہ وہ حرف کو کسی آواز بناتا ہے۔

Example

A	a	—	آ
B	b	—	ب
C	c	—	ک

Appendix A:

Learning Centers

Introducing Learning Centers into the classroom environment benefits both the teacher and student in a variety of positive and effective ways. Some of the benefits include:

- Focused Activities (teaching one particular activity or lesson at a time) مرکز
- Differentiated Instruction (addressing the needs of students at different levels through focused activities) مرکز
- Teaching to the National Curriculum standards حصار
- Allowing the teacher to pull out students who may need one-on-one guidance رہبری
- Self-management skills for the students (teaching the students to rely on themselves to solve problems and finish tasks) ذاتی حکمت عملی
- Group work allowing students to learn to work together and help one another
- Varied techniques in instruction targeting each students' unique learning style مختلف طریقہ کار
- Effective tool for classroom management

Learning Centers provide a unique opportunity for the students and teacher to explore the learning process using a new framework. This can only be achieved if the Centers are carefully created employing each technique described. Each step in this guide MUST be carefully completed in accordance with the instructions provided. Only then will the numerous benefits be fully realized. The initial set-up is the time-consuming, but once the Learning Centers are created, making adjustments is easy.

عمل تلاش موقع منفرد

یہی صورت میں درکار ثابت ہوگا جب اس بات کو یقینی بنایا جائے کہ ہر عمل مکمل طور پر بروکار لایا گیا ہے۔ ابتدائی یادہ وقت درکار ہے، مگر ایک بار جب ادارہ قائم ہو گیا تو تبدیلی کرنا آسان ہوگا۔

What is a Learning Center?

Learning Centers are specific areas in a classroom that focus on children's active learning a variety of curriculum areas. For the English program, these Centers will focus on different aspects to learning. The Learning Centers that will be included in the Step I English program include:

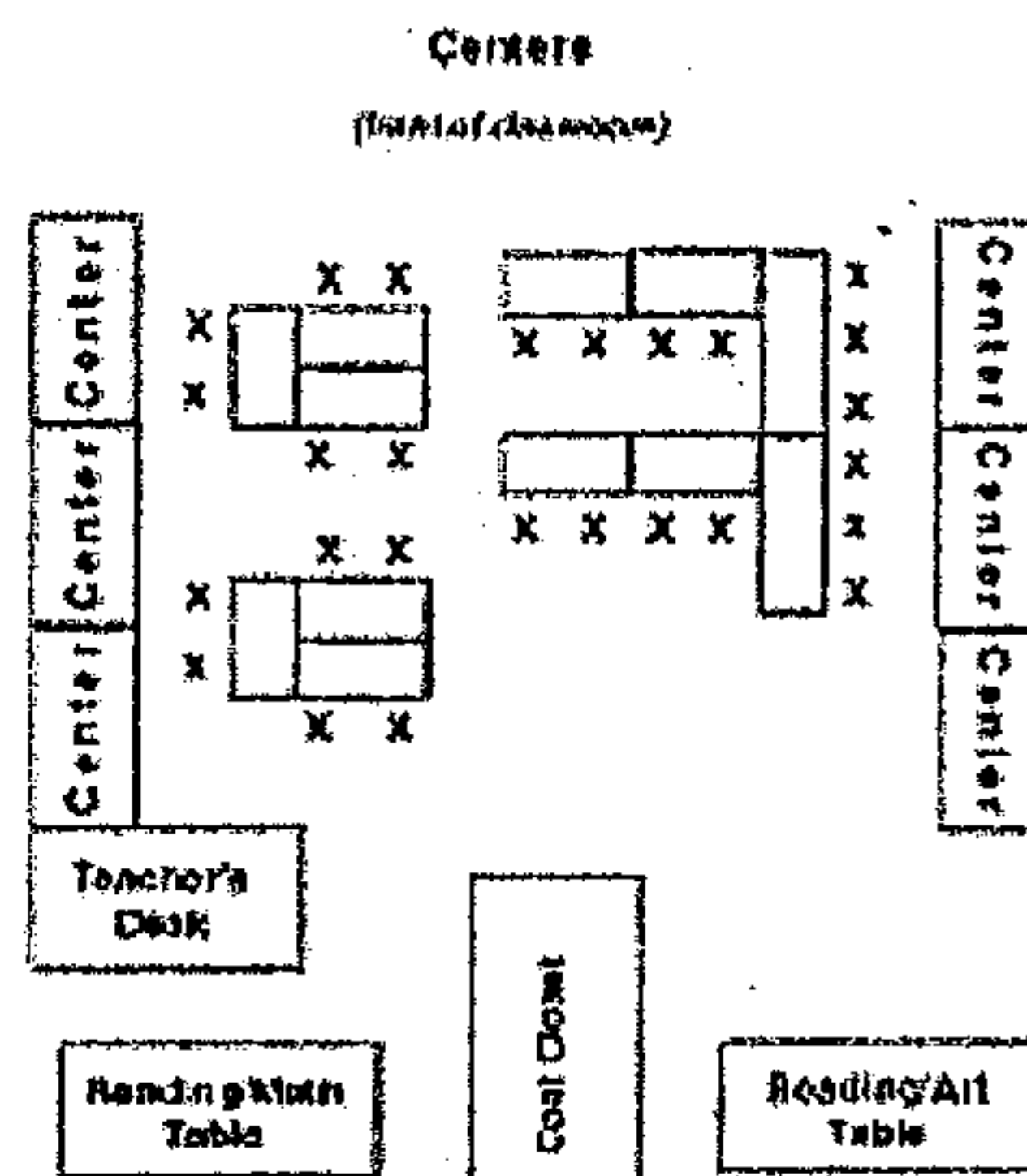
- Writing Center
- Silent Reading Center
- Art Center
- Alphabet Center
- Guided Reading/One-on-one instruction with individual students or small groups

راہ نمائی

Activities in these centers will focus on different techniques in reviewing the topics covered during the rest of the week and earlier in the year. This is also an opportunity for the teacher to add their own creative ideas into creating materials for each Center and activities for the students to engage in.

Preliminary Work for Teachers to Determine/Develop:

1. **Develop a Room Plan:** Look at how you can place 6 Learning Centers throughout the class. Think about spacing (will the students be able to move from one Center to the next without too much difficulty?), remember to leave space for one-on-one instruction with students who will be pulled from their Learning Center. Reconfigure tables for groupings of 4 to 5 students each. Label the Center with a Sign or Number.



کمرے میں لگائے گئے فرنیچر کو مروت
کے مطابق ترتیب سے لگائیں

2. **Collect and Manage Supplies for Each Center:** Make sure that each Center is labeled and contains the proper materials for each activity. This includes, labels, worksheets, reading materials, flashcards, pencils, books. Be sure to keep track of when supplies run low. Find a way to organize and store the materials and supplies for each Center. This will allow for an easy set-up when Learning Centers are used.
3. **Create Learning Center Routine:** Establish the flow of Learning Centers in your classroom.
 - Decide on groups for the students including one high achieving student and one low achieving student. This will help in making the groups self-sustainable, allowing the students to help each

- other and ^{دار برار}rely on the teacher less. Make sure the class is divided ^{برابر}evenly (or close to evenly). Each group should have between 4-6 students.
- Color-code the groups, red, orange, yellow, green, blue, purple. Hand out colored fabric to each student based on the group they've been assigned.▲Keep the matching colored folders for storing the fabric when Learning Centers are not being used and also as a place to keep each group's work.
- Model how the students are to move (with their groups) from one Learning Center to the next. Teacher will do this first. Next, get one group to demonstrate together while the other students watch. Finally, have the students spend time simply practicing the movement from one Center to the next. The students should be very comfortable moving together with their groups before the actual activities are started.
 - Post a schedule with the Name or Number of each Learning Center on a poster or the chalkboard. Demonstrate for the students how the schedule works, moving each color

Recommended Learning Centers

Center Number	Description	Materials to Include	Activities
1. Writing Center	<p>توصیه افزاینی</p> <p>Here, children are encouraged to explore and use a variety of materials to develop their emerging writing skills.</p> <p>اُبرنا</p>	Paper, letter worksheets, labels, signs, pens, pencils, chalk,	Letter writing practice, labeling objects, decorating Letter Wall Chart
2. Silent Reading Center	This is a special time for the students to become beginner "readers" The purpose is not in expecting the students to understand the book, but begin to enjoy looking at the pictures, see the words and respect the book itself (not tearing pages, reading left to right, top to bottom)	Short books with many pictures and limited words per page	This Center is very learner-centered. The students will know that they are to be <i>silently</i> reading their books during this time. It is important that the children learn that when they read alone they are to read silently.
3. Art Center	This Center is designed to encourage children to use a variety of materials of different	Any art supplies available. Teachers are encouraged to	Focus on creating Art with the letters of the English Alphabet. The students

	shapes, textures, and sizes in order to make their own creations. مادی حیثیت	be creative with the materials they have available for this Center.	will be able to practice their alphabet recognition skills while also further developing their creative abilities. پہچان تخلیقی قابلیت
4. Alphabet Center	This Center provides an opportunity for the students to learn more about letter forms, letter names and letter sounds.	Magazines, flashcards, modeling clay, paper and pencils, chalk	Students will practice writing and saying the letters of the Alphabet at this Center. Allow the children to use many of the activities found in the Activity Bank to work in small groups practicing their letter recognition skills
Guided Reading/One-on-One انفرادی	This Center provides the teacher the opportunity to work with a small group of students on their reading and listening skills. The teacher can more actively address some of the individual problems that will present themselves in this small setting	Books with many pictures and limited words per page. Because the group will be reading the book together, it is important that each student can see the pictures as the teacher holds the book up. If possible, use "big books" for this Centers	The teacher will read the book, showing the pictures. The teacher should ask students questions and try to get the children involved in the reading. This Center should be actively engaging the students to participate.
One-on-one Instruction ایک پر ایک ہدایت	<p>▲ If the teacher has identified some students as needing additional one-on-one or small group help, this is the best time to pull the student or students out of their group and spend time individually working on problems they may have.</p> <p>If so, on that day, provide an additional activity for the Guided Reading Center that the</p>	Any materials necessary to address the needs of the students getting the extra help.	<p>Work specifically on one or two skills the students may be having trouble with. Make sure that any students who are falling behind are able to learn the material at their own pace.</p> <p>Also, if some students are further ahead of the rest of</p>

آپ کے گروپ سے ایسے بچے جن میں مزید انفرادی توجہ کی ضرورت ہے کو منتخب کر کے الگ کر لیا جائے تو یہ لازم ہے کہ ان سے میسر آئے مطابق ان کو انفرادی کام پڑایا جائے۔

(دیکھو)

ہماتے وقت اس بات کو مد نظر رکھیں کہ بچوں کو ان کی قابلیت اور ذہنی اعتدال کے مطابق گروپوں میں تقسیم کریں، یعنی ایک بہت اچھا، ایک
 اور ایک قدرے کمزور۔ شریہ اور قدرے بہتر سے جوئے بچوں کو الگ الگ گروپ میں رکھیں۔ اس سے بچوں کو مل جل کر کام کرنے کی
 اہلی پڑتی ہے۔ مختلف رنگوں کے دھالوں کی حلائی بنائیں جسے گروپ سے رنگ کی حلائی اس کے خط میں پیدا دیں تاکہ
 اندازہ رہے کہ کون سا بچہ کون سے گروپ سے تعلق رکھتا ہے، اور یہ بھی کہ گروپ اس انداز میں ترتیب دیئے گئے ہیں

اپر اس بات کو یقینی بنایا جائے کہ تمام کلاس برائے Learning Centre میں دی گئی تمام ہدایت اور کام اپر مکمل طور پر عمل

	teacher will be absent from.		the class, they can be given higher level instruction at this time, also.
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The Learning Center Process

Establishing Learning Centers in the classroom requires very careful repeated instruction. The students will not be used to working in small groups and it is important that rules are clearly defined and that the students understand completely what is expected of them in each Center. The steps for establishing Learning Centers are as follows:

1. To start, the students need to be divided into Learning Center groups. The best group of students will include: one high achieving student, one low achieving student and a good balance of students in the middle. The teacher should be careful not to assign student that may have behavioral problems to the same group, also. The goal is to create a combination of students that will have the best chance of working well together and supporting each other. Give the students yarn necklaces (each group a different color) to show how the students are divided.
2. Learning Centers need to physically be created. This includes dividing the room to look like the Centers. The students will need to become familiar with seeing the classroom in a new way (with desks and chairs moved around) and know that each cluster of desks is an individual Learning Center focusing on an individual lesson topic.
3. Once the classroom is divided into the Learning Centers, the teacher should explain what each Center is and the activities the students should expect to do at each location. This will require carefully showing the materials available at each Center and the activities the students should do when there.
4. At this point, it may be useful to "do" each Learning Center as an entire class to confirm that all of the students know what to do in each Center.
5. Using the pocket boards or another organizational poster, show how the colors correspond to the different Learning Centers and how the groups will be assigned to different activities.
6. Model for the students how they will be expected to move from Center to Center. It may be useful to have the students practice in their groups moving from Center to Center when instructed. Discuss and role-play appropriate Center behavior.
7. Do not introduce any of the materials/activities until the teacher is confident that the students understand the flow of moving from Center to Center and know what to do while at each Center.
8. Introduce the materials and lessons to the Learning Centers.
9. Continually assess the students to make sure that they are doing the appropriate activities for each Center and staying on task.

Next Steps?

After the Learning Centers have been in use for a while and the students are comfortable with the flow, teachers are encouraged to add new activities and Center topics. Learning Centers should be seen as a tool for teaching new concepts and activities in a controlled small group environment. It is critical that the teacher continues to update the activities and materials to make sure that the students do not get bored and that each new topic is being covered in the Center. Finally, Learning Centers are not only useful for teaching English, but can be expanded to cover any subject introduced in the classroom. Teachers are encouraged to be creative in making the Centers most useful to their students' needs.

Learning Centers کا مطلب ہے کہ جو عمل میں آجائیں گے تو بچے قدرے آسانی اور آرام سے ان میں کام کر سکیں تو اساتذہ کو چاہیے کہ ان میں نئی activities اور Center topics کا اضافہ کرتے رہیں۔ Learning Centers میں سبق کو تعلیم دینے کا مؤثر ذریعہ سمجھنے کی اشد ضرورت ہے جس میں روز بروز نئے کام کروائے جائیں۔ اور جقدر ممکن ہو نئی قسم کی activities اور materials کا اضافہ کرتے رہنا چاہیے۔ تاکہ بچے بور نہ ہوں۔ یہ Learning Centers میں سبق نہ صرف انگریزی زبان سکھانے میں مددگار ثابت ہوگا بلکہ دوسرے کام مضامین پڑھانے کے لیے بھی استعمال کیا جاسکتا ہے۔ اساتذہ کی حوصلہ افزائی کی جانی چاہیے کہ وہ Learning Centers کو معاون کے ور پریکٹس کی تعلیمی ضرورت کو پورا کرنے میں استعمال کریں۔

اندہ کے لیے کلاس میں سب سے زیادہ مشکل مرحلہ کلاس کو مکمل طور پر منظم و منسلک کر کے ساتھ پڑھانا ملتا ہے اکثر ان کی
ملاجیت کو شائقوں کو سمجھانے میں ضائع کر دیتے ہیں کلاس روم management plan کو کلاس کا ماحول
دفعہ بنانے کی ضرورت ہے ۔
یہی ہدایت ہے انتہا مؤثر ثابت ہو سکتی ہیں اگر ان پر سلیقے سے عمل کیا جائے ۔

Appendix B:

DIL Classroom Management Plan

For most teachers, the most challenging part of teaching is managing a classroom full of students. Often, the ability to teach is overshadowed by need to control the class or discipline the students. This classroom management plan is a tool for changing the classroom environment. The framework and suggestions included will enable the teacher to spend more time teaching and less time dealing with individual problems. The emphasis is on changing the expectations of the students: one where the student has been given enough guidance to know what is appropriate classroom behavior. This model relies on a trust that, if properly instructed, the students will be able to monitor themselves during sustained periods instruction.

Stage I: Preparations before School starts

Room Environment:

- Decide where to post sign/materials in classroom
- Arrange seats (in rows or clusters, whatever you prefer)
- Make a classroom welcome sign/any other decorative signs

Supplies:

- Writing and drawing paper
- Pencils, pens, chalk
- Flashcards
- Letter Blocks
- Clay
- Art supplies
- Worksheets

Students Prep:

- Make student name tags
- Prepare first day materials to send home (see Stage III)
- Prepare Class List (students names and contact information)
- Decide on your seating procedure
- Check records for students with special needs

Getting Organized:

- Brainstorm Class Expectations (this will be discussed in Stage II)
- Duplicate materials needed for first week

- Write daily schedule, date and your name on the chalkboard
- Prepare files for parent correspondence
- Plan procedure for emergency situations

Stage II: The first day of school

The first day of school for any teacher is about setting the daily structure and building a classroom community. The focus of this time is about understanding expectations and learning how to be respectful of peers. This is particularly important for Kindergarten students, as this is the first time in a classroom setting where they must learn to share and respect their classmates. **Teachers who do not firmly establish their class rules from the very first day of school find it difficult to control the class for the rest of the year.** ▲

As students enter the classroom for the first time, the teacher must make them feel welcome. The teacher should stand at the door and greet each student individually. The teacher should say their own name and ask the student what their name is. Next the teacher should direct the student to a seat in the classroom. On each desk there should be something ready for the student to work on while the rest of the class files in. For younger ages, this could be a coloring sheet with crayons or a simple worksheet that the student can work on individually and quietly.

Once all of the students are in their seats, the teacher should stand at the front of the class and introduce the students to the class. It is important that the students see the teacher as a person and therefore the teacher should tell the students a bit about themselves, their hobbies, how long they have taught, and most importantly, how excited they are for the upcoming year.

کلاس کے قوانین

After the introductions are done, have the students sit together as a class and create a set of Class Rules. The list should be brief. Ask the students, "what rules should we have in class?" Make a list as a class. Some of the suggestions may be silly, but it is important that the students are able to give their input in this process. The teacher can also add her own ideas including such rules as:

1. Work quietly. Do not disturb others who are working
2. When the teacher is talking, be quiet and listen
3. Raise your hand, and wait to be called on before speaking.
4. Respect your classmates. Treat them with kindness.
5. Don't hit, kick or touch anyone else
6. Don't Run, always walk in the classroom.

As each rule is written down discuss the importance of that rule and make sure the students understand. When the rules are decided upon, create a poster listing the Class Rules and post it on the wall. It is important that the students have a constant, clear reminder of what is expected of them.

After the rules have been created and posted, it is important to go over the class procedures. The

Following are suggested procedures to help the students act in an organized way, enabling the teacher to continue teaching with limited interruption. Explain the procedure, rehearse or demonstrate for the students the procedure and practice to make sure the students understand fully.

دن کا آغاز

- **Starting the Day:** Establish a morning routine and post it on a wall. The routine should be very specific, for example:

Quietly enter the classroom

Remove your jacket

Organize your desk

Take out your slate

Work independently on the task your teacher has assigned (the teacher must always have something planned for the students to do during this time—most often it should be a review of something learned the previous day)

Work quietly at your desk until the teacher is ready

جماعت میں خاموشی برقرار رکھنا

- **Quieting the Class:** Explain to the students: “when the class gets noisy, I will raise my hand and keep it in the air.” This can also be taught as “give me five”—five fingers correspond to the five steps. When they see your hand in the air, they should:

1. FREEZE. Immediately stop what you’re doing and saying.
2. Raise your hand also to help notify the other students that it is time to be quiet.
3. Turn and face me; pay attention and keep your eyes on me.
4. Be still
5. Be ready for instruction. I will have something to say

تلاش

- **Students Seeking Help:** Explain that the students will use hand signals in class to indicate their different needs. When the teacher sees the signal, they should silently respond to the signal with a nod of the head or a gesture of the hand.
 - One finger in the air: The student wants to get water
 - Two fingers in the air: The student needs to use the restroom
 - Three fingers in the air: The student needs help

برخاست

- **Dismissing the Class:** Explain to the students that they are to remain in their seats quietly waiting for dismissal from the teacher. Students will not be dismissed from class until their desks are cleared and all of the materials from that day’s class are put away. It is always the teacher’s decision when the students are allowed to leave class and they must do so quietly.

e III: Create a Discipline Plan

Discipline is to be used when a student disobeys one of the class rules or does not follow one of the class procedures. It is important to make this connection for the students. They will begin to understand that discipline is an expected outcome of breaking a class rule.⁴⁷ The punishment should always try to match the behavior. For instance, if the child runs into the classroom, make them return to the door and practice walking to the class. Or, if the student is making too much noise, have them sit quietly for a period of time.

”سنز اہمیت ہے سے عمومی رویہ کو مد نظر رکھ کر تجویز کرنی چاہیے“

Example Discipline Plan

Everyday each child will have an opportunity to earn a star for the day. Every Friday, those children who have earned a sticker each day will celebrate their good behavior with one of our rewards from our reward list (the teacher will choose the reward each week). Those children who do not earn a star for everyday of the week won't be able to participate in the reward time. These children will stay with the class, but will not participate. Hopefully, by not being able to participate, the children will realize that with good behavior come fun times.

In addition, there will be a posted progression of discipline in the classroom. The teacher will follow this progression when children have problems following the class rules. If the teacher needs to call a child's home or talk with a parent at the end of the day, that child will not earn a star for the day. And, therefore, will not participate in reward time that Friday. I truly believe that this discipline plan will be very effective if families are supportive of this plan and encourage their children to behave at school everyday.

What Happens When The Students Don't Follow the Rules

1st Time = Warning

2nd Time = Time in the Thinking Chair

3rd Time = Teacher contacts Home

4th Time = Sent to Office to talk with Head Master

5th Time = Teacher Meets with Parents

Rewards for Students who Follow The Rules

Class Monitor for the Week
Kind Note from the Teacher
Free Choice in the Classroom
Extra Recess
Parties
A Celebration Note Home

Stage IV: Ongoing Management: Suggestions and Tips

The most effective teachers focus on ways to prevent classroom disruptions. To do this, the teacher must:

- **Stay aware** ^{با خبر رہے} of what is going on in their classroom at all times. The students must know that the teacher is always aware of their actions and that if they misbehave they will be punished.
- **Keep a smooth pace** in teaching lessons and transitioning from one activity or subject to the next. Most disruptions occur during unstructured class times. ^{تسہل}
- **Involve all students** in class activities, particularly targeting those students who may not be participating. ^{ترغیب دینا}
- **Provide stimulating work and activities** to keep students alert and attentive for long periods of time.
- **Observe and Comment** on positive class behavior. Give positive feedback to students when they are following the class rules, not only when the rules are broken.

When Discipline Problems Arise:

- Intervene quickly; do not allow behavior that violates school or classroom rules to go unchecked.

Instruct students with behavior problems in self-control skills; teach them how to observe their own behavior, talk themselves through appropriate behavior patterns, and reinforce themselves for succeeding.

- Teach misbehaving students general pro-social skills--self-awareness, cooperation, and helping.
- Make use of punishments that are reasonable for the infraction committed; provide support to help students improve their behavior.
- Work with misbehaving students to develop additional behavior contracts and follow through on the terms agreed to by both teacher and student
- Work with parents to improve student behavior by developing a plan to be used both at home and at school
- Make use of the community and PTA to enforce school rules and create a more positive climate

Ineffective Discipline Practices

- Avoid the use of vague or unenforceable rules. ^{غیر واضح} ایسے قانون جن پر عمل ممکن نہ ہو۔
- Do not ignore student behavior that violates school or classroom rules; it will not go away.
- Avoid ambiguous or inconsistent treatment of misbehavior.

Child Psychology: Avoiding Corporal Punishment ^{جسمانی سزا}

Even when it is successful at inhibiting inappropriate behavior, corporal punishment still doesn't foster good behavior. Corporal punishment often creates resentment and hostility, making good working relationships harder to create in the future. Emphasis should be on creating positive discipline practices, ones that reward positive behavior and discourage bad behavior. ^{یا نہ}

Research shows that children who experience corporal punishment (hitting by their teacher) have a higher likelihood of becoming violent adults and develop mental health problems. Furthermore, corporal punishment does not deter the student from misbehaving again. Corporal punishment is found to only solve an immediate transgression, but is not a useful tool in changing children's behavior.

آئرز دیکھنے میں یہ آیا ہے کہ اگر مار پیٹ وقتی طور پر بچے کے کسی نا پسندیدہ عمل یا غلط اور نامناسب رویے کو لمحہ دیتی ہے تب بھی بچے کے رویہ میں عملاً اچھے عادات کا ادراک نہیں ہوتا۔ عموماً مار پیٹ باغیانہ رویے اور خود سری کو جنم دیتی ہے اور مستقبل میں وہ مل جل کر کام نہ کرنا دشوار سمجھتے ہیں۔ سزا اس طریقہ سے دینی چاہیے کہ ان میں مثبت رویے جنم لیں اور وہ برائی سے دور رہنے کو بہتر سمجھیں۔

5. Research سے یہ سامنے آیا ہے کہ وہ بچے جو استاذہ کی مار پیٹ کا نشانہ بنتے ہیں ان میں بڑے ہو کر تشدد اور ذہنی امراض کا پایا جانا بہت زیادہ حد تک ممکن ہے۔ اور یہ بھی ضروری نہیں کہ مار پیٹ سے بچہ وہ چھ حرکت دوبار نہ کرے۔ جسمانی سزا صرف وقتی طور پر بچے کے اس عمل کو روک دیتی تاہم یہ بچے کے عکرمی رویہ میں متحرک ثابت نہیں ہوتی۔

Appendix C:

Sample Lesson Plans

Monday Lesson Plan:

Lesson Plan Title: Letter A

Topic:	Introducing the Letter A and the "A" sound
Curriculum Standards Addressed :	<ul style="list-style-type: none">• Alphabetic Principles• Phonemic Awareness
Goals:	<ul style="list-style-type: none">• Students should know how to write the letter A and know what the sound of the letter is.• Students should begin understanding how the letter is written.
Required Materials:	<ul style="list-style-type: none">• Chalkboard• Flashcards• Worksheets• Letter Display/Poster

Script:

Alphabet Song:

Teacher: **Every Monday you will learn a new letter of the English Alphabet.** (Show them a poster/display of the whole English Alphabet to show what it looks like). **A fun way to begin to learn the letters is by singing a song. First I will play a song that has all of the letters in it. Every Monday we will listen to this song and soon you may even be able to join in!** (Play the recording of the Alphabet Song. Every Monday the students will get to hear this song; encourage them to sing along whether or not they know what each letter is.)

Introducing New Letters:

Teacher: **Today we are going to learn the Letter A. Can you repeat after me?**
Show the letter using a flashcard or on the chalkboard).

Students (together): A

Teacher: **Very good. The Letter A makes the sound "aaaa". Can you repeat after me, "aaaaa"?**

Students (together): "aaaaaaa"

Teacher: **Good. What's the name of this letter?** (Point to the Letter A)

Students (together): A

Teacher: **Very good. And what sound does A make?**

Students (together): "aaaaaaa"

Teacher: **Good. Now listen to the recording and repeat after each line.** (Play the Letter A audio recording)

Students (together): A "aaaaaaa"

Teacher: **Very good. Now let's practice writing the Letter A.** (Write a capital A on

chalkboard, describing each stroke as you do so.) **On your desks, using your finger, practice writing the letter A.** (Repeat writing an A to have the students follow along). **Very good. Now practice writing on your slates.** (Call on individual students to come to the front of the class to write the letter A on the chalkboard).

Please use the Handwriting Guide to make sure you are teaching the correct way to write each letter.

teacher: **You are all doing very well. Now I am going to show you another way to write the letter A.** (Write a lower case a on the chalkboard, describing each stroke as you do so.) **On your desks, using your finger, practice writing the letter a.** (Repeat writing an a to have the students follow along). **Very good. Now practice writing on your slates.** (Call on individual students to come to the front of the class to write the letter a on the chalkboard). **You will learn why there are two different ways to write the Letter A later this week, for now, just concentrate on making both letters look perfect.**

Tuesday Lesson Plan:

Lesson Plan Title: Writing Letter A

Topic:	Mastering Writing Letter A
Curriculum standards addressed:	<ul style="list-style-type: none"> • Alphabetic Principles • Print Awareness
Goals:	<ul style="list-style-type: none"> • Students can demonstrate how the Letter A is written • Students can demonstrate the name of A and its sound
Required Materials:	<ul style="list-style-type: none"> • Worksheets • Chalkboard • Letter Display/Poster
Assessment	Review the Students' worksheets to find out which children are still uncomfortable writing the letters. Watch these students carefully so that you can provide extra support and practice as soon as possible.

Script:

Review

Teacher: **Today we are going to continue practicing the Letter A. To start, let's review the letter A. What is the name of this letter?**

Students (together): A

Teacher: **Very good. And what sound does the Letter A make?**

Students (together): "aaaaaaa"

Teacher: (Call on individual students) **What is this letter called?**

Student: A

Teacher: **Wonderful! And what sound does it make?** (Call on a different student)

Student: "aaaaaaa"

Handwriting Worksheets

Teacher: **Now I would like for all of you to practice writing the Letter A on your own. (Hand out the Letter A handwriting worksheets). Be very careful when you are writing each letter, try to make them look just like the A on the top of your worksheet.**

Teacher: **If you already finished the worksheet review your work and try to make some of your letters look even better. When you finish, circle your best letter.** (After giving the students time to finish their work, collect the worksheets. Make sure that the students have written their names on the worksheets- you may need to help them with this if they are not comfortable writing their names in their native language yet).

Chalkboard Writing

Teacher: **Now let's practice writing the letter A all together! Would any one like to come up to the chalkboard and write the Big A? Can I have a volunteer to come and show the rest of the class how they write a lower case a?** (If no student volunteers try to encourage them saying that you will help if they have problems. If they still don't volunteer, call on individual students to demonstrate. Spend the rest of the class working on this. It is important to know that the students have mastered the skill of writing the Letter A, both upper and lower case.)

Wednesday Lesson Plan:

Lesson Plan Title: Words

Topic:	Creating Word using Letter A
Curriculum Standards Addressed :	<ul style="list-style-type: none"> • Oral Language • Phonemic Awareness • Alphabetic Principles
Goals:	Students know that letters are part of words and the sound "a" is one part of a word
Required Materials:	<ul style="list-style-type: none"> • Large piece of plain paper/Chalkboard • Pen • Flashcards

Script:

Review

Teacher: **To begin, I would like to review some of the material we covered earlier this week. Can you tell me the name of the letter we learned this week?**

Students (together): A

Teacher: **And can all of you tell me what sound A makes**

Students (together): "aaaaaaa"

Teacher: **Very good. And can I have one of you come to the chalkboard and show us what an Big A looks like?** (Encourage the students to volunteer by praising how well they did writing the letter yesterday. If no one volunteers, call on one student and help them as they write. Remember to praise the student both in how they write the letter and also for their bravery in coming to the front of the class.)

Introducing Words

Teacher: **Today we are going to think about words that start with the Letter A sound, "aaaaa". To begin, one word that starts with "aaaaaaa" is the word "apple."** (Hold up the flashcard that shows the Letter A with the Apple). **Do you hear the "aaaaaaa" sound at the beginning of the word "apple"? Repeat after me "aaaaaaaPPLE".** (Use your pointer, holding it over the a in apple longer than the rest of the word to make sure that the students make the "aaaaa" sound before finishing the word.

Either use your own flashcards or use the flashcards provided to teach apple. Try to make your own, using different colors. This will be more interesting for the children.

ents (together): aaaa-pple

teacher: **Very good. Let's repeat the word once again. "aaaa-pple"**

tudents (together): Aaapple

teacher: **Good. Now let's try saying the word a little bit faster. "aa-pple"**
Again make the "aa" sound, but a little bit shorter before finishing the rest of the word).

tudents (together): aa-pple

teacher **And now let's say the word "apple"**. (say the word making each sound even lengths).

tudents (together): apple

teacher: **Great! Apple is an example of a WORD that starts with the LETTER A. word has more than one letter. In the word apple, A is the first of several letters. Together these letters make a word.** (It's okay if this is difficult for the students to understand. You will be explaining this point again and again when each new letter is introduced. After making several word walls, the difference between word and letter may be more clear.) **You have all said the word very well.** (Depending on how your students are progressing with learning the word apple, you may want to continue using the flashcards to teach other words that begin with the Letter A).

Activity

Teacher: **Now we're going to do a clapping activity. Watch what I do first and then copy along with me. "aaaa" "pple"** (clap two times; once while saying "aaaa" second while saying "pple"). **And now together: "aaaa" "pple", and again "aaaa" "pple"**. (Make sure that all of the students are clapping and saying apple at the same time. It may be helpful to ask individual students to clap the word for you to show that they are doing the activity.) **Each word has a different number of sounds. Apple has two sounds.** (Point to the other words on the Letter A Word Wall). **How many sounds does "Ahmad" have?** (Encourage the students to clap the word to try to hear the number of sounds).

Students (together): Two!

Teacher: **Now let's practice with some of your names.** (Pick two or three students and have all of the students clap while saying the names of their classmates- try to pick students with names that are different lengths so the students can hear both long and short names).

Thursday, Friday, Saturday Lesson Plans:

The lessons for Thursday, Friday/Saturday differ each week, unlike Monday, Tuesday and Wednesday. The focus of these days is mainly on activities, nursery rhymes, and reading aloud. Again, only move on if the students have mastered the lessons from Monday, Tuesday and Wednesday (especially handwriting). Remember to review the materials from earlier that week as well as the prior weeks. Be creative on these days teaching games and rhymes your students enjoy.